

- Gets the chn up and out of their seat (brain break)
- Chn are ready for communicating
- Teacher can control by adding in certain rules...

Stand up—hand up—pair up with ...

- a boy and a girl in each team
- Someone who you do not normally get chance to talk to
- Someone who has a different hairstyle to you
- Someone who's name begins with the same letter as you
- Someone who has something in common with you

* When you introduce this structure make sure that chn keep their hands up until they have got a partner—this allows you to see clearly who needs help in locating a team. I would also recommend having a place for chn to go to if they cannot find a partner, for example, “If you haven’t got a pair walk to the IWB.”

Rally Robin



Rally Robin Examples—

- “Rally robin adjectives that you would use to describe Cinderella”
- “Different words that we could use to start a sentence with”
- “Number bonds to 10”
- “Different connectives”

- Once chn have successfully participated in stand up– hand up –pair up, they are ready to talk. Rally Robin makes sure that this talk is fair and that everyone gets a turn. This avoids this situation whereby one child dominates and does all the talking, and another shyer or less engaged child has the opportunity to not say anything /let their partner do all the work.
- Liken Rally Robin to a ping pong match—we are passing the talk between one another, pinging those ideas across the team.
- Teacher to control which person talks first—the person with the longest hair/smallest hand/most siblings, etc. This avoids bickering before the activity has even started!
- Promotes the rules for useful talking—looking at your partner, listening, taking turns.

All Write Round Robin



- Chn take it in turns to respond
- Use the number mat (1, 2, 3, 4) to decide who goes first
- Each individual shares an idea and all chn record it on their own piece of paper.
- Opportunity for chn to learn from one another and use their peers ideas.
- Instant potential for chn to up-level their writing if they use more than just their own ideas.
- Gives a purpose to the chn's talk—they are responsible for the learning of the whole group
- Increases confidence—every child in that group will write down your idea—chn begin to see themselves as a learner that can add wealth to their friends learning.

Think - Write - Round Robin



- Chn think about their response, then independently record it.
- then chn go around the table and each person shares an idea
- If an idea is shared that is not written down on a child's paper, they can record it to add to what they have already recorded.
- Use the 1,2,3,4 mat to decide who begins the Round Robin.

Examples—

- All Write Rally Robin the questions that you would like to ask our special visitor. Remember to include a question word.
- Think Write Round Robin as many ways to make the number 20. You can use any operation.

Celebrity Interview



- Use the 1,2,3,4 mat to decide which child will be the celebrity first.
- This person stands up and has 1 –2 minutes to talk about the topic up for discussion.
- The other 3 children are to treat the talker like the celebrity (if working with younger chn this will need some explicit teaching—that we would be very excited to see a celebrity and we would give them our undivided attention!)
- After the given time, a buzzer sounds (use an online timer to ensure that each child gets the same amount of time as the celebrity) - the 3 observers applaud and cheer for the celebrity and the celebrity enjoys their moment of fame and then sits back down.
- The next person in the 1,2,3,4 sequence stands up and has a turn at being the celeb.
- All chn have a turn.
- Chn may be reluctant to stand up—but encourage them to do so as it means that the other chn are more likely to look at them—they are demanding their attention simply by altering the height difference.

Examples—

- at the beginning of a school year chn could each write 3 questions that they would like to ask to get to know their peers. The celebrity has 2 minutes to work through this questions—they can choose to answer a couple of questions about themselves in depth, or answer as many as they can.
- The celebrity is in role as the person that you have been learning about that week (e.g. Mary Seacole, Roald Dahl, the troll from the Billy Goats Gruff) and they have to share as much information as they can—present their knowledge.

Travelling Star



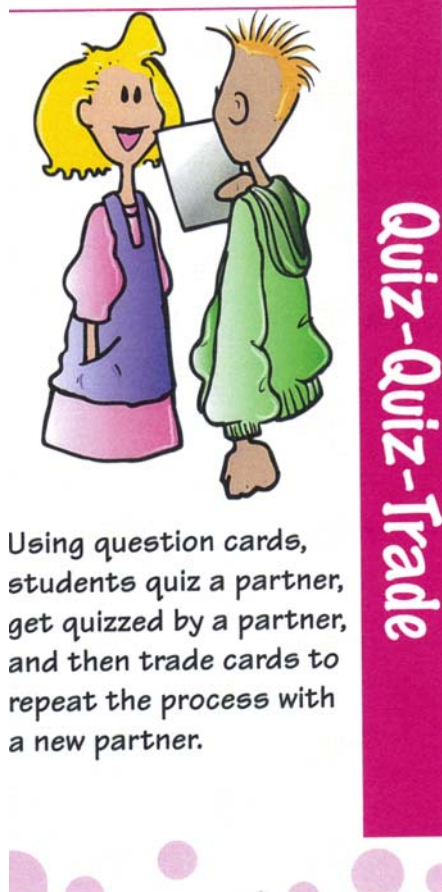
- After chn have each been the celebrity, use the number selector to choose a number.
- This number person is going to move to another group.
- For example, “All number ones stand up. You are going to go and become the number one in another group. But don’t just sit down at any table—go to the table that is cheering for a number 1 the most!”
- Children to applaud the number ones
- Number ones sit down in a new group and the teams have changed—enhanced heterogeneity.

*When the new numbered child arrives in their new group they can share a piece of information—“tell your new group the greatest thing that you did during your life Mary Seacole.”

Sage 'N Scribe



- Explicit opportunity for chn to support one another's learning.
- In pairs—one child is the sage (the expert) and the second child is the writer.
- The sage explains step by step how the scribe finds the answer to the problem that they are faced with.
- The scribe records exactly what the sage tells them too.
- Once they have completed one question, swap roles.
- this is really useful in maths when you pair a child who is struggling with a concept with someone who has secured that skill.
- With some careful explaining, this can be a really useful technique for helping chn to overcome barriers to learning—sometimes the chn can explain concepts better than the teachers can!
- For younger chn, introduce as the teacher and the writer, although from my experience year ones quickly grasped the terminology!



Using question cards, students quiz a partner, get quizzed by a partner, and then trade cards to repeat the process with a new partner.

- useful, interactive starter or conclusion to a lesson.
- chn are up, out of their seats, putting into practise what they have been learning about.