- All pupils sit down to signal to teacher they have reached a consensus
- Teacher selects a number at random. All numbered pupils stand up.
- Teacher chooses a group.
- The numbered pupil from this group responds and shares how they aim to improve at keeping the object in the air for longer.

#### Using the STAD cooperative learning structure in the Games lesson

- Re-attempt the task
- Assign 5 minutes to each group to attempt the task (possibly several times) before recording the highest score

Resources: balloons, rackets, soft balls, tennis balls, soft foam football

#### Further ideas to use STAD in the PE lesson:

Sprinting, throwing for distance, jumping for distance/height, basketball shooting, cooperative games e.g. hula hut challenge

# Jigsaw

Jigsaw is a cooperative learning structure where pupils spend time learning together in groups about a particular PE topic or activity, before sharing this knowledge and teaching other pupils in the class about their topic. The collective knowledge/activity of all the groups is then brought together at the end of the class to complete the 'jigsaw'. To begin, each pupil starts out as a member of a jigsaw group. Within each jigsaw group the pupils are assigned a number (e.g. 1-6). On the teacher's direction, each pupil leaves their jigsaw group and joins an 'expert' group. The expert group consists of all the pupils of the same number e.g. number 1's expert group etc. When in the expert group, the pupils are asked by working together to learn about a particular PE topic/activity and consider how they will teach this activity to their jigsaw group at a later point. After a designated period of time pupils return to their jigsaw group, and in turn each member teaches the rest of the group what they have learned. All the learning is then put together/performed to complete the jigsaw.

Within the jigsaw structure, all pupils have an important active role in the learning process and are required to contribute to ensure their group can complete the 'jigsaw puzzle'. Group members must work collaboratively towards a common goal and each member of the team depends on the other to succeed. Interactions between pupils are stimulated and they can begin to value the contributions of all team members. Cooperation and social skills are built through the jigsaw structure as well as listening and empathy (Casey & Dyson, 2016). During jigsaw the role of the teacher is to create tasks for each group and to be available to offer feedback.





- Pupils start out in their Jigsaw group and number themselves 1–5
- Pupils then leave their jigsaw group and join their expert group (i.e. all number 1's go to a designated section of the hall etc)
- The teacher assigns a portion of the content to each number. For example, in an Athletics lesson that is exploring the five jumps:
  - Number 1s learn how to do a two-feet to two-feet jump
  - Number 2s learn how to do a two-feet to one-foot jump
  - Number 3s learn how to do a one-foot to the same foot hop
  - o Number 4s learn how to do a one-foot to the other foot leap
  - Number 5s learn how to do a one-foot to two-feet jump.



- The numbered groups (1, 2, 3, 4, 5) work together to become experts in their particular jump using the task cards given by the teacher with pictures. Each group practises their jump and comes up with the learning cues (and possibly an activity) they will use to teach the jump to their original jigsaw group
- Once the numbered expert groups feel confident in their specific jumps, pupils return to their jigsaw groups.
- In turn, each expert then teaches their jump to the other members of their jigsaw group and gives encouragement and feedback while the other members perform the jump.
- Before groups can move on to the next expert and jump they complete a *Pair check perform*.

## Pair – Check - Perform

In the Pair-Check-Perform Cooperative Learning Structure, students are required to work with each other to perform and check information. Pair Check is a great strategy for assessment and accountability. The expert explains, demonstrates, and checks for understanding of their jump. The expert describes the learning cues to their group members. The expert then places pupils in two pairs. In each pair one pupil practices the jump while the other pupil provides encouragement and helps the performer correctly perform the jump. When one pupil has performed the jump correctly, roles are reversed. When pupils in each pair have performed correctly, they join together with the other pair, in their group of four, and each pupil from each pair performs. If all pupils agree that the performance was correct, the pairs can move onto the next experts' jump. If there is disagreement, the pupils must continue working on the performance until they all agree.

### Using the Jigsaw learning structure in the Dance lesson



- The pupils start out in their jigsaw group and number themselves 1–5
- The pupils then leave their jigsaw group and join their expert group (i.e. all number 1's go to a designated section of the hall etc)
- The teacher assigns a portion of the content to each number. For example, number 1's are going to make the first section of the dance, 2's the second section and so on. A thematic approach to dance is being used on this occasion and each group is recreating a section of the Jack and Beanstalk story through movement and dance using the dance frame below as a guide. The teacher may choose any book or theme specific to the lesson/class.
- The numbered expert groups (1, 2, 3, 4, 5) work together to design their section of the dance and become experts in their particular dance move. Each group comes up with the actions (e.g. how the body travels, turns or jumps etc), dynamics (strong or gentle) and relationships (e.g. mirror, lead and follow etc) for their section of the dance and consider how they will teach it to their jigsaw group. For more ideas on actions, dynamics and relationships the group can use the dance ingredient prompt sheet below. Each group can be assigned a designated amount of beats/moves for their section e.g. 4 or 8 depending on time.

Suggested Music: Strauss I: Redetzky March, Op.288



Theme: Jack & The Beanstalk	Move 1 Jack goes to market to sell the cow	<b>Move 2</b> Jack climbs the beanstalk	<b>Move 3</b> Jack steals from the Giant	<b>Move 4</b> The Giant chases Jack	Move 5 Jack chops down the beanstalk
Action					
Dynamics					
Relationships					
Beat					

## Dance frame adapted from Ryan (2020)



- Once the numbered groups feel confident in their specific dance they return to their jigsaw teams.
- In turn, each expert then teaches their dance to the other members of their jigsaw group and gives encouragement and feedback while the other members work on perfecting the dance.
- After all experts have taught the dance the groups come together and the whole class performs the same jigsaw dance
- At the end of the lesson, *group processing* may take place. Similar to the earlier example group processing may be prompted by teacher questioning or alternatively a written reflective template may also be used as a stimulus to group processing.

