

# STUDENT GROUP COLLABORATION PLAN EXAMPLE

## Sample Project

In the sample that follows I'll use this overall learning objective: *Examine the processes, patterns, and functions of human settlement* that I found at the Geography Standards -

<http://www.nationalgeographic.com/xpeditions/standards/12/index.html>.

<b>Learning Objective:</b> <i>Examine the processes, patterns, and functions of human settlement</i>		
<b>Activity Type</b>	<b><u>Goals</u> and Procedures</b>	<b>Description, Resources, Suggestions</b>
<p><b>Procedures:</b> Have students count off by ten's and same numbers will be in a group</p> <p><b>Research/Review</b> What do students know or not know about the topics we'll study?</p>	<p>Put students into pairs or groups of three and make sure each group has a white board and dry erase marker</p> <p><b><u>Brain Storm Session</u></b> Next, ask some questions to the entire class to get them thinking..... there is no right or wrong answer. - Where do you live? - How did you pick that home?</p>	<p>Couple of ways to do this ....one is in a class of 30 have them count by ten's then all the same numbers are in a group</p> <p>Some examples: parents moved here, parent jobs, food, housing, shelter, friends, environment qualities, and so forth.</p> <p><b><u>Teacher notes</u></b></p>

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<p><b>Procedures:</b> A) Students write five response on group white board in five minutes</p> <p>B) Groups share with class their ideas and those are written on board in front of room</p>	<p>- Where do most people live in our community and why did they pick those locations? - Why do you stay in this community? - How do we keep community (city, etc.) liveable?</p> <p>Write as many key answers as possible on the board or have a student do it.</p>	<p>1. students <b><i>uncover</i></b> material they can use later 2. Create student interest using probing questions 3. Build curiosity in students by connecting material to social issues or current events</p>
<p><b>Procedures:</b> Ask students to share learning objective ideas made from answers written on front board.</p>	<p><b><u>Class Discussion Session</u></b> Build a relevant student learning objective based on their ideas displayed on front board  Experiment by writing a learning objective statement for the project on the board –</p>	<p>Ideas on board demonstrate student prior understanding and also build data that covers objective topics</p> <p>When ideas are completed on front board, formulate a class learning objective(s) that satisfies <i>Examine the processes, patterns, and functions of human settlement</i></p>

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<p><b>Procedures:</b> Ask class – what are some of the factors/influences that impact our civilization?</p> <p><b>Investigate</b> Role playing of planning a future city</p>	<p>careful to include ideas students identified.....</p> <p>Here is a possible result: <i>Differentiate the factors and influences that impact the development and decline of cities.</i></p> <p><b><u>Role Playing Session</u></b> Then I go on to describe the situation each group is in..... everyone works for the city .....” and I go on to describe the scenario.</p>	<p>Once the class has at least one or two learning objectives created from their ideas its time to move on...</p> <p>Apply the learning objective to life outside school to enforce relevancy</p> <p>You and your two partners work for the city planning department. You are responsible for planning the making a presentation to the city council for what the city will look like in 50 years. How do we need to plan today for</p>

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		tomorrow's city requirements?
<p><b>NOTE</b></p> <p>It's helpful for each student to have a role and then switch the roles students play every 15 minutes or so. Collaborate with students to have them identify the roles or you lay them out and assign one to each student. My choice for this situation ...</p> <p>A = Environmental Analyst          B = Population Analyst          C = Economic Analyst</p>		
<b>Assessment</b>	<p><b><u>Review Project Rubric</u></b></p> <p>After I have described the scenario then I display the rubric</p>	<ul style="list-style-type: none"> <li>- LCD project that is connected to my computer</li> <li>- written on the board</li> <li>- handout one copy to every group</li> </ul>
<b>Review</b>	<p><b><u>Questions/Answers (Q/A) Session</u></b></p> <p>1. Allow plenty of time for this.</p> <p>Your role is to clarify the rubric NOT give an impression of what is right or wrong.</p>	<p>Helpful to have students take notes here.</p> <p>The Q/A session is crucial to project success. One approach is tell students that after this</p>

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	2. Be sure students understand you're NOT going to answer questions have this session.	session you WILL NOT answer their questions and this is the time to focus and examine what they need to know to be successful.
<b>END DAY ONE SESSION</b>		
<b>Review</b>	<ul style="list-style-type: none"> <li>- Get students into groups</li> <li>-- Review objectives (on board)</li> <li>- Review what you expect groups to accomplish today</li> </ul>	Have a plan to handle students absent yesterday and what will you do with students absent today?
<b>Investigate</b>	<p><b><u>Group Work Session</u></b></p> <p>Scenario Time Work in Groups</p> <p>#1 Give groups 20 minutes to determine four living factors</p> <ul style="list-style-type: none"> <li>- show timer on screen in front of room or write the begin and end time on the board.</li> </ul> <p>In this time period they need to write down four living factors that will shape the</p>	<ul style="list-style-type: none"> <li>- Timer software for your computer <a href="#">Xwatch Stopwatch</a></li> <li>- show timer on screen in front of room or write the begin and end time on the board.</li> </ul> <p>Teacher does active monitoring of student</p>

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	<p>population's future needs. There are no right answers for this. When you do the review at the end it becomes clear that everyone's thing is different and all answers contribute to a solution. AND all answers achieve the learning objective.</p> <p>#2 Give groups 20 more minutes to determine four environmental influences</p> <p>In this time period they need to write down four environmental influences that will shape the city future needs. There are no right answers for this. When you do the review at the end it becomes clear that everyone's thing is different and all answers contribute to a solution. AND all answers achieve the learning objective.</p>	<p>groups during this work.</p> <p>Teacher does active monitoring of student groups during this work.</p>

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Reflection	<p><u>Ticket out the door</u></p> <p>Have each student write down three negative influences their lifestyle has on the environment and hand it in as they leave class</p>	
<b>END DAY TWO</b>		
Review	<ul style="list-style-type: none"> <li>- Get students into groups</li> <li>-- Review objectives (on board)</li> <li>- Review what you expect groups to accomplish today</li> </ul>	
Assessment	<p><u>Group Work Session</u></p> <p>Give groups 20 minutes to make a white board that shows the four factors and four influences and their solutions.</p> <p><u>Compare/Contrast Session</u></p> <p>Each group places their white boards along a counter of the room so all the boards can</p>	<p>Teacher does active monitoring of student groups during this work.</p> <p>Have students get out a blank piece of paper and make a "T" chart on it.</p>

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<p><b>Critical Thinking</b></p> <p><b>Procedures</b> Give students 15 minutes to complete their "T" chart</p>	<p>be viewed by students sitting down. Then you give instruction for students to compare the boards.</p> <p><b>What do the boards have in common?</b> <b>What do the boards have that are different?</b></p> <p>On one side write "Same" and the other side write "Different".</p> <p>Ask them to write down, individually, five things are the same and five things that are different.</p> <p>The goal of this is to build student critical thinking. When this is going deep the students WON'T be writing down "shape of the board" or "color of marker" because</p>	

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	<p>they'll be drilling down into the content of the boards. Get students to be as specific as possible here. If they say, "...not all have the same solution..." ask them .... "can you tell me more about the different solutions?"</p> <p>Study the boards while the students write their lists so you are cognizant about the different boards and thus steer the class conversation to appropriate topics to achieve learning objective.</p>	
<p><b>Critical Thinking</b></p> <p><b>Procedures</b></p> <p>Randomly call out student names and ask</p>	<p>Get responses of "T" charts by randomly asking students ...</p> <p>What is the same?</p> <p>What is different?</p>	<p>Index cards with student names on them</p>

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<p>them to give you a “same” or “different”.</p> <p>It’s a group project so I encourage group members to talk with each other. As the school year goes by the students get much better at this activity.</p>	<p>Use student answers to reinforce the learning objectives and relate the similarities between today’s influences and influences on past civilizations</p> <p>Have students share their insights about hat they are learning ...</p> <p>Anyone see processes, patterns, or functions that impact the culture we’re studying?</p>	
<b>END DAY THREE</b>		
<p><b>Assessment – different types</b></p>	<p><b><u>Review and Summarize Content</u></b></p> <p><b><i>Group Presentation</i></b></p> <p>This can be done in different ways ....</p> <p>- have selected group represent to bring out certain points to have students digest</p>	<p>It’s essential here to keep students engaged in while other groups present. I had students</p>

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	<p>learning objective</p> <ul style="list-style-type: none"> <li>- Have student vote on the best board and award extra points</li> </ul>	complete a Student Presentation Rubric that is included in this document.
	<p><b><i>Class Discussion Summary</i></b></p> <p>This discussion ties what the students just accomplished to the objective. I usually start with a question of, "... how does what you did help us understand what past civilizations did around building their communities and civilizations?"</p> <p>Let student answers drive your conversation and using the material from the boards as reference.</p>	
	<p><b><i>Reflection</i></b></p> <p>Have students, as a group, read the objective to themselves silently, then write</p>	Paper with the "T" chart on it.

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	<p>two paragraphs about what they learned doing this exercise. They can do it on one piece of paper but everyone's handwriting must be present.</p> <p><b><i>Venn Diagram</i></b> (<a href="#">Graphic Organizer</a>)</p> <p>Each group produces a venn diagram on a white board that shows three environmental influences, three living factors and then three things those the influences and factors have in common.</p>	