

Getting started

To what extent am I already using co-operative learning?

Prompts	Links to relevant resources
My learners appreciate the importance of working co-operatively.	Why work co-operatively – Multimedia presentation (page 54)
I carefully select groups so that co-operation is optimised.	Creating teams – Guidance notes and ideas (page 11)
My learners are given team roles during group activities.	Using team roles – Learner activity (page 23)
I use short, warm-up activities to help learners settle into working together.	Getting teams started: Coat of arms – Learner activity (page 13) Four team discussion tools – Learner activity (page 38)
My learners practise good team citizenship.	Agreeing ground rules – Learner activity (page 16) Team time – Guidance notes (page 19) Team work health checks – Learner activity (page 21)
My learners use group discussions very effectively.	What makes a good discussion leader? – Learner activity (page 32) Secret word – Learner activity (page 36) Four team discussion tools – Learner activity (page 38) Six graphic organisers – Learner activity (page 49)
My learners work co-operatively to review each other's work.	Peer review resources
My learners take part in activities that are specially designed to facilitate co-operative learning.	Using IT and telecoms in the emergency services – Employer challenge
My learners can effectively plan and manage co-operative projects.	Planning toolkit resources
I want more background information on co-operative learning.	Five elements of co-operative learning – Teacher guidance notes (page 5) Co-operative learning and IT – Guidance notes (page 2) Co-operative learning in different contexts – Guidance notes (page 8) Co-operative learning and the expert learner – Guidance notes (page 9) Co-operative learning and literacy, language and numeracy (LLN) – Guidance notes (page 10)