

1-2-4 & 1-3-6

This structure (Diagram 1) is an excellent example of the synergy unleashed through co-operative activity. It encourages the individuals in a team to each fully contribute towards the final product. To implement this strategy:

1. Each class member is asked to work separately on a particular activity eg to write down as many adjectives as possible that could be used to describe 'people' (allow between 1-2 mins for this stage).
2. Students are then required to find a partner, and to form a combined list of their adjectives (Another 1-2 mins).
3. The pairings then are asked to join together to form a team of four, and to collate both of their lists into a single final list.

The four students have then formed a collective total of their knowledge on the adjectives that could be used to describe 'people'. They have moved from 1, to 2, to 4. The basic format described above can be undertaken in less than five minutes. However, it can also serve as the structure for an entire lesson lasting more than one hour.

If there is an 'extra' student, ask them to link with a pair, and create a team of 3 in the second stage. These three can then compile their three different lists, and move on later to form a final team of five.

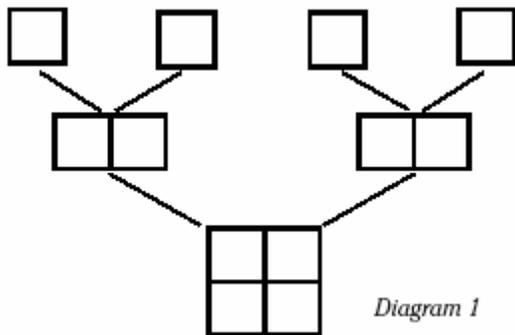


Diagram 1

Variations

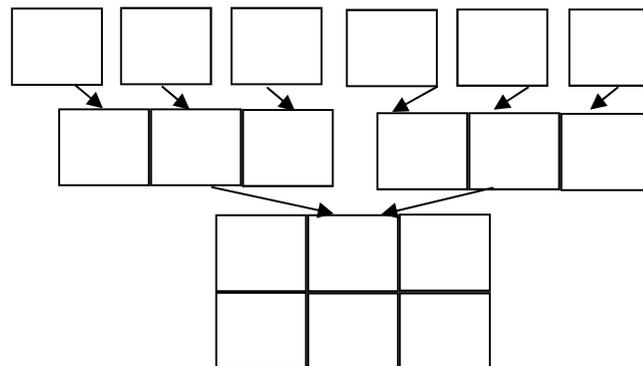
1. Complete a 124 by combining concepts rather than a mere list of ideas. This particular version encourages some innovative thinking and often leads to some hilarious results.

As an example of this variation:

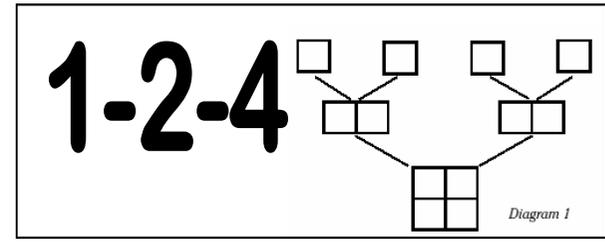
- a. Ask each individual to outline a business venture that they would like to undertake. Allow a few minutes for clarification and recording of ideas.
- b. When the pairings have been formed, the two business ideas must then be combined into a single business idea. This new business must contain elements of both previous ideas.
- c. Then form into teams of four, and again combine the ideas from both pairs into a single new business.

Other possibilities for this variation could include:

- ideas for fund-raising
 - ideas for beautifying an ugly old building
 - ideas for developing self-esteem in students
2. Instead of using the 124 format, extend it slightly by introducing a 136. Thus, in Stage 2, the members would form into two groups each containing three members, while the final stage would involve the entire six team members collating their ideas.



NAME:	DATE:
TOPIC:	PURPOSE:



WHAT DO I THINK?

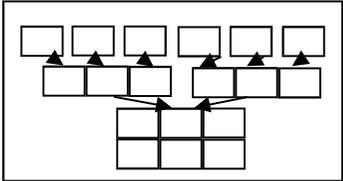
WHAT DID MY PARTNER THINK THAT I CAN ADD TO MY THOUGHTS?

WHAT DID THE GROUP THINK THAT I CAN ADD TO MY THOUGHTS?



NAME:	DATE:
TOPIC:	PURPOSE:

1-3-6



WHAT DO I THINK?

WHAT DID MY PARTNERS THINK THAT I CAN ADD TO MY THOUGHTS?

WHAT DID THE GROUP THINK THAT I CAN ADD TO MY THOUGHTS?

