

TELEPHONE

This strategy (Diagram 3) takes advantage of a learning process that would be very familiar to teachers within their own teaching role. Namely, you will tend to remember information more carefully if you have to teach it to someone else at a later stage. In 'Telephone', students are required to transmit information to other team members to ensure their team's success.

To implement the 'Telephone':

1. Divide into teams of four or five members.
2. Ask each team to appoint one of their members to the role of 'teacher'.
3. Provide the other students in each group in the room with a specific activity eg to complete some earlier work, and withdraw the 'teachers' to one corner of the room, where the proceedings cannot be heard by the others.
4. Teach a specific lesson to the 'teachers', perhaps the rules for playing a new game.
5. The 'teachers' then return to their teams, where they are required to teach the rules of the game to the rest of their team.
6. The game can then be played, to determine the effectiveness of the 'teaching' that has taken place.

This structure can be employed in a wide variety of ways, such as the teaching of basic information or rules, or perhaps the introduction of a new measuring technique in mathematics or science. It is often said that the person who is talking is the one who is learning the most. The 'Telephone' strategy merely takes advantage of this truism. We tend to listen more carefully when we know that we have to pass something on.

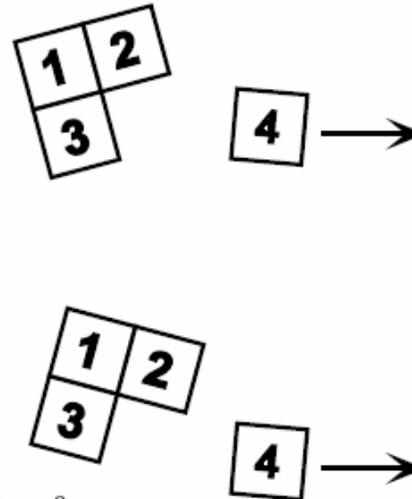


Diagram 3

Variations

1. Reverse the situation, and change the 'teacher' role to a 'learner' role. To implement this variation:
 - a. Each team chooses one of their members to take the 'learner' role.
 - b. The students playing this role then leave the room, where they complete a set activity while their teammates are being taught something, such as the rules for a new game.
 - c. When the 'learners' return, the rest of their team is required to teach them the rules.
2. Divide the class into pairs, with each pair having an A and a B. Teach something to the A's, and then ask them to pass it on to the B's.
3. As a further variation on this, give half of the information on a set topic to the A's, and the other half to the B's. Ask them to learn their information, and to then teach it to their partner.



