## Think-Pair-Perform

A challenge is given to a group of students. As a group, they come up with the best ideas to solve the challenge. Then they try out their solution.


Grineski, 1996

Grineski, 1996

## Pair-Check-Perform

A group of 4 splits into a pair. 1 student performs \& their partner gives feedback. Switch roles. Then get into a group of $4 \&$ assess if everyone can do the task.

## Rally Robin Perform

Students work in pairs to take turns giving a response to a challenge. Each student shows their movement while partner responds with a question or challenge.


## Tip, Tip, Coach

Students work with a partner \& they alternate between roles: coach \& player. Player performs skill \& coach gives a tip \& eventually can coach partner.

Student Teams Achievement Division (STAD)
In small groups, students work to improve the most
as a team. Students help each other (e.g., feedback) to


Slavin, 1988
improve their team members' physical skills.

Aronson, 1978


## Jigsaw Perform

Each member of the group learns a movement becoming the "expert" of the group in that area. Then they teach it to the other group members.

## Round Robin

Students practice a task around their small group. Students take turns responding to a task - physically or orally (e.g., give a learning cue for throwing).

Kagan, 1989


Performer And Coach Earn Rewards (PACER) Includes 6 components: teams, teacher workshop, practice time with task cards, peer assessment, teacher assessment, \& team rewards.

Barrett, 2005

## Learning Teams

Students are placed in small groups \& everyone has an assigned role (e.g., encourager) to help everyone complete the task. All students perform the task.

Kagan, 1994


Kagan, S. (1989). The structural approach to cooperative learning. Educational Leadership, 47(7), 12-15.

