

## Role Identifier Cards

Students select the role they wish to play within the group when the activity starts. This gives each student a purpose and direction within the group. All roles are equal and no one student is in charge. If the choice is made to change the names of the roles, avoid changing the *Facilitator* to a *Leader*. The goal is to continuously promote team work.

## Collaborative Guide/Collegial Conversation

A great deal of preparation goes into the creation of a collaborative environment. These guides will assist teachers with planning and details that go into the preparation. Once plans are in place and the collaboration begins, teachers need tools to help teach students “HOW” to talk in a group. The conversation guide shows sentence stems to help students practice disagreement and clarification, along with many other types of questions and statements.

## Promoting Collaborative Learning

Social Emotional Learning Standards are integrated as a part of the Illinois Learning Standards with the following goals:

**Goal 1** - Develop self-awareness and self-management skills to achieve school and life success.

**Goal 2** - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**Goal 3** - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Visit the Illinois Learning Standards Website:  
[www.isbe.net/ils/](http://www.isbe.net/ils/)



*Illinois State Board  
of Education*

## Collaboration Kit

Creating a collaborative classroom environment helps student’s master communication and teamwork skills that are needed in every college and career pathway. Collaboration not only increases the practice of social and emotional skills, but it allows students to cite evidence, defend a point of view, and have rich math conversations. Incorporating a collaborative activity daily can build confident students that will be able to work with all people. Collaboration is woven throughout the Illinois Learning Standards in ELA and Math. Understanding *why* collaboration is vital to the students of Illinois, but how it is carried out in the classroom is a key consideration for planning instruction. In this kit are tools to assist with establishing a cooperative environment within the classroom. The Kit includes:

- Collaborative Technique Cards
- Student Sorting Sticks
- Role Identifier cards
- Collaborative Guide/Collegial Conversation Card

Using these 4 simple tools will help to create a collaborative environment in any grade level and any content area.

# Collaborative Technique Cards

This book is a compilation of collaborative techniques used in the classroom. With minor adjustments, each one can be used kindergarten through high school. The techniques demonstrate the many ways in which collaboration can take place while learning. Each example includes the guidance and structure for the conversations being held in the classroom. All of the cards list supplies needed and explain the background necessary to complete the collaboration. Space is available on each "title" card to add ideas or adjustments that are made in the process to fit the student population.



# Student Sorting Sticks

Randomized sorting of students for collaboration will set a standard in the classroom that all students will work with every student during class time. When students are sorted into collaborative groups they will build their relationships with each other. Randomizing allows all students to be connected to all students. Research shows that if a student learns one thing about another student they are less likely to bully them and more likely to stand up for them when being bullied by someone else. When randomizing students teachers must not allow "switching" of groups. If this becomes the norm in the classroom students will stop asking to switch. If the teacher accepts a "change" once there will be pushing to change all year long. This is the structure of the sorting sticks and how to use them:

The teacher will need to choose the number of groups that will be needed for the activity. (EX AMPLE- 5 teams) If the class size is 25 students the teacher will first sort the sticks by the "TRANSPORTATION icons", then count out 5 of each transportation icon. (EXAMPLE- 5 cars, 5 trains, 5 planes, 5 trucks, 5 bikes....25 sticks.)When students choose a stick...they do not know how they will be sorted. This helps with "switching to match their friends". After all sticks are chosen, tell the students what symbol is being used to divide into groups.

