**Core Pair and Group Activities**

**(see group activity videos)**

**Think – Pair – Share:** After students are asked a question, they have a few minutes think time then they turn to a partner and talk about out their answer. Next the teacher can ask students what their partner said to share with the class. Alternatively, the pair of students can combine with another pair and share their answers. Groups of 4 can then come to a consensus and share with the class.

**Survey:** Prepare a sheet that has several questions on it (rows). Then have students ask each other the questions and fill in the survey sheet with their answers. After the survey ask students to share the answers from the people they surveyed. The class can then combine data from the surveys.

**Information Gap Activity:** Partner A has information but is also missing information that Partner B has. The two must talk together to complete the questions or task.

**Instant Expert:** Students break into groups and each group is responsible for accomplishing a task, questions, research, etc. Next each expert group presents their findings to the class.

**Gallery Walk:** The teacher places chart paper around the room with a question or prompt. Students are divided into groups and rotate to a specific chart where they write their responses to the prompt. After a few minutes, students rotate to another chart and add any ideas or thoughts to what is already written there. This happens for several rotations, then each group explains to the class what is written on their chart.

**Fishbowl:** A group of students sit in a circle and the rest of the students stand outside of the circle. The students in the circle are given a prompt and take turns responding to the prompt and to each other’s comments. The students on the outside should listen and take notes but not talk. If a student on the outside wants to talk, they can tap a person in the circle on the shoulder and exchange places. Next change the students in the inner circle and have them address a new prompt. Afterward, discuss with a pair the main conclusions reached from the fishbowl and write these down or share them in a class discussion.

**Debate/Socratic Seminar:**  Students are given a controversial topic and divide into groups that support or do not support a position. Each group does research about their position and then the groups face off. Each member of the group presents a point and then the opposite group can respond to that point. Each group takes turns presenting points and responding to points until each side sums up their final position. Usually someone judges what group won the debate and why. Students could also write up their positions.

**Role-Plays:** Role-plays can be wonderful activities especially if the teacher gives out situations that are interesting because students are required to use the vocabulary and language structures in authentic ways. Students both assume a role and must talk through a situation in order to resolve the role-play prompt. This activity could be especially helpful for missionaries who are preparing to go into the field and talk to investigators or members.

**Find Your Partner:** This works well with new vocabulary or concepts. Divide up concepts and their descriptions. For example, L2 teaching methods (grammar translation, audiolingual, etc.) and their descriptions and give either a description or term/concept to each student. Students then must talk to find their partner. (Hint: It is helpful to copy all of the descriptions in one color and all of the concepts/terms in another color.)

**Bicycle Chain/Concentric Circles:** Students divide into two lines and face each other or divide into an inner circle and outer circle (inner circle faces out). Students are asked a question and they talk with their partner, exchanging answers. After a short amount of time everyone shifts down one partner and the question is asked again or a new question is asked. (This is similar to a speed-dating activity)

**Jigsaw:** Students are divided into expert groups and accomplish a task together such as answering questions on a topic or summarizing part of a reading. Next jigsaw groups are formed where there is at least 1 representative from each expert group to help the new group answer the questions or summarize the reading. This works best with a class jigsaw activity sheet that everyone must complete.

**Two/four corners:** Students are asked a controversial question such as “Should water be rationed in our community?” Next they go to a corner depending on if they support rationing or not. (You could also ask a question that has up to 4 responses and students would go to a corner based on their response.) Have the students discuss together why they support that position and make a poster that summarizes their main points. Next, have each group present their poster to the other students. Any students who are convinced of the other group’s position should change places.