

Team Discussion Organizers

Stems

Stems are sentence starters. The most powerful stems will cause reflection and promote integration of new information with prior knowledge, experience, or understandings.

Samples:

One thing I want to remember is _____.

One question I am asking myself right now is _____.

One significant discovery I made is _____.

When I leave this meeting, one thing I am going to try is _____.

One question that is still unanswered for me is _____.

Trio (3—2—1)

This strategy can be used at the end of a discussion to pull things together and give future direction.

Participants are asked to write/share 6 pieces of information. The headings attached to each number can be changed as appropriate to group needs, timeframe, discussion topic, etc. This strategy is also good for journaling or reflection at the end of a discussion or meeting.

Samples:

3 recollections

2 observations

1 insights

3 books or resources you've used

2 new things you found out

1 thing you found difficult

3 important ideas you want to remember

2 things you would like to know more about

1 idea that you are looking forward to trying

3 interesting things you found out about

2 ways you might use this information

1 thing you want to be sure to tell a friend

3—2—1+1

A similar strategy after completion of the 3-2-1 process is to have participants get up and find someone new to “Add one” to their listing from someone else.

Give One to Get One

This strategy works great as a review exercise for bringing the group back on track or to just review newly introduced concepts. Participants write down one thing that they have learned/will apply, etc. on a note card. At the signal, participants move about the room exchanging cards. At the next signal, they return to home base and share what they have learned from their travels about the room.

Defining Your Purpose

Quite often team discussions can become endless without a defined purpose and known outcome. To be successful, the purpose should be stated as a verb and the outcome as a noun. The verbs and nouns that you use should be clear, concise, and focused enough to be doable.

S.W.O.T. Analysis

S.W.O.T. is an analysis mechanism to look at strengths, weaknesses, opportunities, and threats.

SAMPLE: The process was used after team meetings or class meeting to analyze and improve how they operated as a functioning group.

Strengths, Weaknesses & Threats

“Did we get through the agenda? If not, why not?”

- confusion as to our goal
- communication problems
- lack of information
- lack of motivation
- interference of some kind--emergency, personal problem, team member called away...?”

“Did everyone have the opportunity to participate in the discussion? If not, why not?”

- lack of adequate notification of agenda items and/or time to prepare
- one or two team members did all the talking and the rest felt closed out
- lack of time
- lack of interest or reluctance to disagree; unsureness about how others would react
- factions and emotion disrupted flow of communication?

“Were necessary group task and maintenance roles operating freely to promote ease in problem solving and intercommunications? If not, why not?”

- confusion as to role
- competition and lack of role stability
- negativism and introduction of personalities?

Opportunity

“What kind of first aid would be most helpful in getting us back on the track?”

- help in understanding our goals
- help in practicing human relations techniques
- help in discovering the positive behaviors inherent in the various roles (through role playing) and practice in using them to build harmony and role stability
- help in improving techniques of observation as a means of enhancing our effectiveness as a group, especially in areas such as planning and problem solving
- a team in-service program
- personal in-service programs
- the services of an objective troubleshooter from outside the team--perhaps the school principal or curriculum coordinator

S.W.O.T. Analysis

<p>Strengths:</p>	<p>Weaknesses:</p>
<p>Opportunities:</p>	<p>Threats:</p>

PMI – Plus-Minus-Interesting

Thinking - Reasoning Skill

Purposes

- To help students evaluate and extend understanding about facts, concepts, thinking processes, and cooperative interactions
- To encourage students to investigate and examine all sides of an issue.

Vocabulary

Plus - a benefit

Minus - a drawback

Interesting Question - a question or comment

Inquiry - the act of investigating or finding out about something

Evaluate - to weigh, value, judge importance, or assess

Play Devil's Advocate - to argue for a position whether or not you agree with it, for the sake of argument

Thinking Skills

Evaluating, Inquiring

STEPS to PMI

1. Draw a PMI frame on the board or overhead. Label each column and explain the term and its use. Explain that “plus” comments will show what students see as positives, “minus” what comments will show they see as negatives, and “interesting questions” will show what they would like to know about the topic or its pluses and minuses.
2. Above the PMI frame on the board or overhead, write the topic for discussion.
3. Once you have a topic, one with which your students are familiar, assign roles for small group work, review the cooperative guidelines, and distribute one blank PMI per trio. Allow the groups three to five minutes for listing the pluses of the topic. Repeat the procedure for the minus list.
4. After the minus list time is up, give the opportunity for each group to ask the interesting questions.
5. After each group has finished its question list, invite one plus, one minus, and one question from each group.
6. After reviewing the procedures, ask students to explain when and where they might use a PMI, how it can help their thinking in school and outside school, and what the advantages of using a PMI are.

PMI: Plus – Minus – Interesting

Name

Class

P (+)

M (-)

I (?)

Scored Discussion

Purpose: To monitor and validate student achievement in the ability to express ideas clearly as a member of a social group.

Procedures:

1. Determine the criteria and/or indicators of successful social dialogue.
2. Select materials that promotes objectives (written or visual).
3. Create an agenda for the successful performance of the criteria.

Example: Agenda

1. Define the problem or issue.
 2. What position does the writer of the article take on the issue?
 3. Decide how that position agrees or disagrees with your own.
4. In-service the strategy:
 - a. Explain the criteria
 - b. Stress appropriateness vs. quantity, establish maximums
 - c. Allow student observation time to demonstrate objectivity
 5. Score all students.
 6. Give feedback, what's right, what's wrong and how to fix.
 7. Provide accountability - for continuous improvement.

Example: Discussion Score Sheet

Positive	Points	Negative	Points
(2) 1. Taking a position on a question	_____	(-2) 1. Not paying attention or distracting others	_____
(1) 2. Making a relevant comment (Max)	_____	(-2) 2. Interruption	_____
(2) 3. Using evidence to support a position or presenting factual information	_____	(-1) 3. Irrelevant comment	_____
(1) 4. Drawing another person into the discussion	_____	(-1) 4. Monopolizing	_____
(2) 5. Recognizing contradictions in another person's statements	_____	(-3) 5. Personal Attack	_____
(2) 6. Recognizing when another person makes an irrelevant comment	_____	<i>Points</i> _____	
(2) 7. Making an analogy	_____		
(1) 8. Asking a clarifying question or moving the discussion along	_____		

Scored Discussion



Topic



Criteria



Agenda



**Summary,
So,**