

Delegation

Getting other people to do the learning for you. Now that sounds like a sensible idea.

HOW?

1. Set up resource stations around the room. These might include a combination of posters to examine, experiments to carry out, a short video to watch, pages of text books to read, an audio cassette to listen to (using a listening centre with multiple headphones), a PowerPoint presentation to watch on a PC, an internet site to visit ...
2. Students form home-groups of, say, five. Each group has the same objective: to understand and learn all five aspects of the topic exhibited around the room.
3. Therefore, each group decides which student to send to which resource station, perhaps taking account of preferred learning styles. These envoys then go to their stations and work to a common deadline to understand the material and make notes to take back to base.
4. On their return to their home group they take turns to teach each other. The teacher moves round monitoring the quality of teaching and responding to questions for clarification.

APPLICATIONS

- **Science:** learning the tests for different food substances - starch, carbohydrate, sugar etc.; or methods of separation and their commercial uses.
- **Technology:** the properties of different materials; or the procedures and characteristics of different ways of joining materials; or different types of finish for materials
- **History:** causes of the Second World War;

WHY DO IT?

- A number of independent learning skills are being rehearsed, including accessing different types of resource, note making, collaboration, communication, and presentation.
- The sense of challenge created by the ethos of this activity is usually motivating.
- Peer teaching is proven to be an efficient learning strategy.
- Group work and citizenship are being learned through the interdependence of the exercise.

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VARIATIONS

1. Build in a 'double check'. After the first round of missions, everyone is sent out again on different mission, to check the work of their colleague. This way, when the peer teaching takes place there is an expert and a seconder for each topic. This usually results in more confidence, clarity and coverage.
2. The resources need not be made by the teacher. They could be the work of students - either produced by small expert groups as the first phase of the exercise, or by last year's class as the end products of their learning, or by a parallel class (a top set producing materials for a middle set for example).
3. Conclude the exercise with some form of individual assessment.