

# Pass the Buck

Pass the buck and let someone else do the work. But, to mix metaphors, when the buck stops, all your chickens come home to roost.

## HOW?

1. Students work in pairs and have five minutes to begin a draft answer to a difficult task. It's best if they work on A3 paper.
2. As soon as time is up, they pass their partial answer to the pair behind them and receive the work of the pair in front.
3. They now have five minutes to continue, not their own answer, but the received answer from the pair in front, picking up from wherever it was left.
4. Again, when time is up, papers are passed backwards.
5. The newly received answer is continued for a further five minutes.
6. And so on until the process has served its purpose.
7. Papers are then returned to their original authors who, using the several contributions on the paper, draft the final version of the answer.

## APPLICATIONS

- **Essay writing in English:** to bring out the difference between an essay that has been rushed and one that has been planned.
- **Most GCSE subjects:** to show how much detail can be achieved in exam answers when you really think about it.
- **MFL:** translations; writing open-ended stories; writing a story in target language from a storyboard.
- **Technology:** generating or evaluating designs to given specifications.
- **Maths:** solving substantial problems; carrying out investigations.
- **Art:** writing contextual studies

## WHY DO IT?

- This activity has the potential to train students in the arts of writing long answers.
- It can help with planning, with accuracy, also with speed and timing as the exercise is driven by strict deadlines.

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## VARIATIONS

1. There are so many variables in this activity, for example
  - vary the time for each round
  - vary the length and complexity of the task
  - vary the questions, so each pair has a different question – this really keeps people on their toes.
2. At stage one give people enough time to write a complete answer. The pair behind don't *continue it*, they *redraft* it.
3. Or, the pair behind *mark* the answer to set criteria.
4. Have different pairs mark for different features: one pair marks spelling, another pair grammar and syntax, another content, another style, (in MFL you could have tense, voice, gender ...).