

Market Place

Commerce in the classroom? In the information trade, a little hustle and bustle is a small price to pay.

HOW?

- ◇ This exercise is conducted through a series of strictly timed stages. The number of stages, and the timing of each, will vary according to the topic, the level and the students. A typical example follows.
- ◇ The students will need to work in groups of 3 (ideally). Each group will be allocated an aspect of the topic and given source material on their aspect only. Each group will also need a large piece of sugar paper and two or three thick felt pens.
- ◇ Have the sequence and timing of Stages written up on the board or pinned up on large paper so that the students can follow the exercise easily.
- ◇ Have a gong or bell or buzzer to signal the start and end of each stage. Occasionally during the Stages, let the students know how much time is left.

STAGE 1 1 minute Show the students the learning objectives and the test that they will take later. It's a good idea to use an Overhead Projector. Give them just 1 minute to read it through and then switch off. They can't take notes. Let them know that this test will be conducted under exam conditions at Stage 6.

STAGE 2 15 minutes Each group converts the resource material into a visual display, a 'poster', using the large paper and pens. The poster must be designed for visitors (at Stage 4) to view and understand. The poster can have **up to 10 words and no more** (adjust according to the material). The group can use as many numbers, diagrams, symbols, pictures and initial letters as they wish, but not more than 10 words. Abbreviations (e.g. *co-op* for *co-operative*) count as whole words.

Towards the end of this Stage, issue each group with their *minimum requirements*. These are the precise details to be included on the poster which will ensure that visitors get access to the right information for the test. The *minimum requirements* can simply be questions taken from the test that are relevant to each group's material. For example: *As a minimum make sure that your poster gives the answer to these questions ...*



STAGE 3 1 minute This is a time to get organised. Each group has only a fraction of the information needed for success in the test. So groups have to learn from each other at Stage 4. In preparation, at Stage 3, each group has to decide which one of its members will 'stay home'. The others will go 'out and about'. The person who stays home will have the job of explaining the group's poster to visitors during Stage 4. This person will be allowed **only to answer questions asked by visitors**. Those who go out and about will need to visit all the other aspects of the topic. They can divide up the labour. They are allowed, indeed encouraged, to take notes. They look at other groups' posters and ask questions for clarification, explanation and expansion.

All this needs to be explained at Stage 3 so that Stage 4 runs smoothly. While groups are getting organised during Stage 3, display the test again, but no notes may be made. Switch the test off at the end of this minute.

STAGE 4 10 minutes This is a lively Stage in which one person from each group stays home and the others go out and about understanding and collecting as much information as possible from other groups. They are encouraged to ask questions and take notes.

STAGE 5 10 minutes Everyone returns to their home base. This Stage gives those who were out and about chance to teach the person who stayed home. It is an opportunity to clarify understanding. Students can run back to look at posters again or to ask questions in order to check details. The aim is for everyone by the end of this Stage to be ready for the test. During this Stage distribute test papers, face down, to each group in preparation for Stage 6.

STAGE 6 10 minutes All notes, posters and original source materials are put out of sight. The test is conducted under examination conditions - individually and in silence.

STAGE 7 5 minutes In each group, students now put their heads together to see if they can come up with a complete set of answers between them.

Finally, the teacher checks through the test and focuses on questions that groups could not answer or answered incorrectly. First, the teacher asks if any other group can help. Then, as a last resort, the teacher teaches!

APPLICATIONS

To any topic that can be sub-divided e.g. different types of business in Business Studies: *sole trader, partnerships, joint stock companies, co-operatives, public sector companies* and so on.

WHY DO IT?

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- ◆ Taking away words and giving a limit force understanding.
- ◆ The exercise gives students a transferable model for note making.
- ◆ The exercise encourages the use of visual intelligence, which supports those students who do not function well with words and challenges those who do.
- ◆ It builds skills in resource-based and peer-based, rather than teacher-based learning.

VARIATIONS

1. Use for revision rather than to learn new material.
2. It might be that the number of groups in the class is greater than the number of sub-topics. In this case, two different groups will do each sub-topic, preferably in different parts of the room.
3. Instead of a question and answer test at the end, there might be a task e.g. to write a report or essay, or to make a series of key word plans, or to make a product.
4. Instead of groups re-processing source material given by the teacher, they might prepare posters to explain their idea for a design, or solution to a problem, or experiment, or research method, or series of movements in dance. At Stage 5, students are not frantically trying to teach each other facts and concepts, but are explaining other groups' ideas and discussing which one they think is best.