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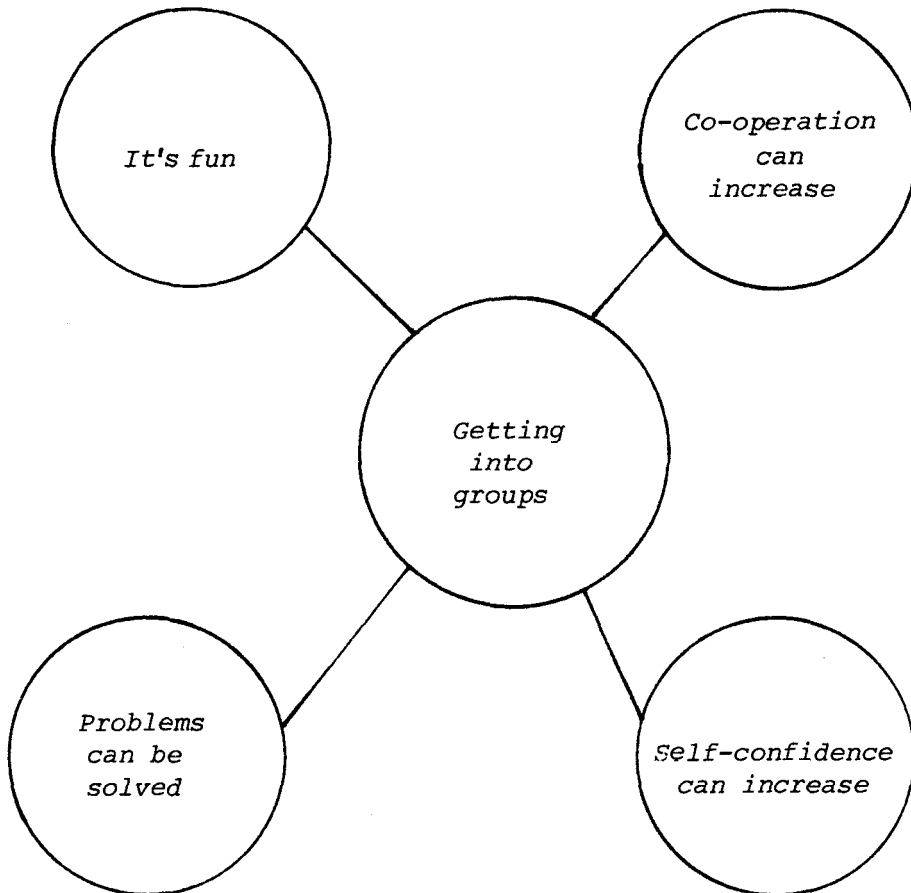


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ESTABLISHING SMALL GROUPS

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SOME USEFUL HINTS

1. Let children solve problems. Don't lecture.
2. Make conversation in small groups purposeful.
3. In the initial stage keep sessions short - 6 to 10 minutes.
4. Introduce rules at first - make sure they are few in number.
5. Flexibility is a must. Break into groups at every opportunity.

6. You could get students more positively involved by taking into account their ideas and interests.

7. It won't just happen. *You have to work hard at it.*

Note - to be successful in many areas at school, the child must learn to use his/her language effectively.

WHY HAVE SMALL GROUPS?

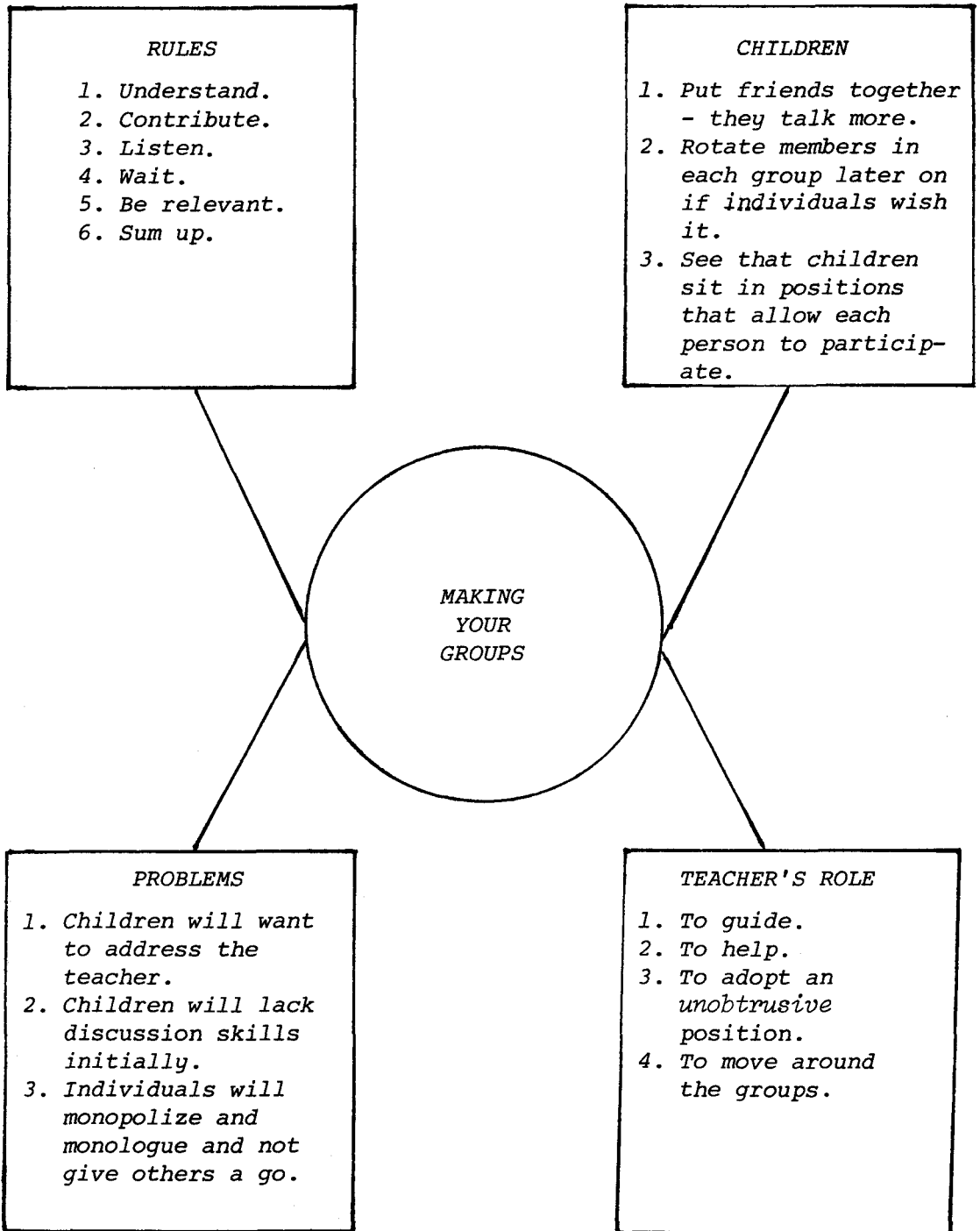
We would all like to have within the classroom, pupils who can co-operate. We would like a working together as a whole to discuss, produce and thus create materials and activities. That is learning together.

Thus

- a) forming small groups can and does lead to co-operation;
- b) to be effective, the teacher must provide relevance. Small groups can be useful to find out interests, needs and ideas from children;
- c) children feel more secure;
- d) individuals in small groups rely on each other;
- e) children are more likely to speak;
- f) more people can talk at once;
- g) to promote language skills and increase self-confidence;
- h) to develop problem-solving skills.

MAKING GROUPS WORK

1. *Solving Problems* : e.g. how to raise finance for a coming excursion. What things can we do when a person picks on you at school?
2. *Sharing Time* : e.g. at the initial stage a leader/organiser can be picked in each group. Each week a new leader would be picked. Each child has a role at playing the leader/organiser. She/he makes sure everyone has a chance to contribute. This role would be dropped once children realise everyone should have a 'fair go'. Having a person from each group to report back to class as a whole on the outcomes/activities in each group may help to keep relevance.



3. *Getting ideas*
4. *Learning to think.*
- 5 *Developing discussion skills.*
6. *Listening/reading/creating poems and plays.*
7. *Production:* work for rest of class, e.g. experience readers, charts, collecting information on particular sub-themes, articles from magazines.
8. *Dramatising:* e.g. role playing - going for job interview; telephone conversations; working on a dance to go with a particular musical piece; working on a skit that can be presented to the class on a particular theme; Miming (what am I doing?) and other group games.

REMEMBER - You have to *work at it*.
You must be *flexible*.

NOTE - Caution must be exercised in regard to the concept of role playing

Reference

Farrelly, K. : Paper presented at Darrandera Primary School, 1976.

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S.C.F. KINDERGARTEN, ROBINVALE

M. Merlin,
Kindergartner,
S.C.F. Robinvale

The Aboriginal people in Robinvale do not want separate schools, classes and housing. Some of the more dependent ones need extra help, but the capable ones are proud of succeeding on their own merits as people.

However, the children do have problems at school. For this reason the Save the Children Fund has set up a kindergarten for