

## SPH3U: How Groups Work

Recorder: \_\_\_\_\_  
Manager: \_\_\_\_\_  
Speaker: \_\_\_\_\_  
0 1 2 3 4 5

Each group needs a whiteboard, marker and cloth. Assign each group member one role: **Manager, Recorder, or Speaker**. If there are four people in a group, two will act as the speaker. Working well in a group is a bit like acting in a play, we all have roles to perform!

Manager: *Ask the group members to read the following instructions for this activity.*

The majority of our work in Gr. 11 physics will take place in groups. Take a few moments to think about our experiences of working in groups. Think about your experiences in other courses and your experience so far in Gr. 11 physics. We will discuss these experiences, but please don't mention anyone's name!

Manager: *Ask the group to complete the next two questions individually, without any discussion. When you see that everyone has finished, have the group move on.*

Complete the following two questions individually.

1. In your experience, what are some of the enjoyable characteristics of working in groups?
2. In your experience, what are some of the less-enjoyable characteristics of working in groups?

Work together now. On your whiteboard compile a list of the group's responses to each question.

Manager: *Organize the discussion and ask for ideas from each group member.*

Recorder: *Neatly **summarize** the ideas on the whiteboard, write large enough so other groups could read it if you were to hold it up.*

Speaker: *Be prepared to speak to the class about your points when your group is called upon – if any points are unclear, ask your group questions.*

Continue the following questions as a group.

Manager: *Read out the next question and ask the group for their ideas. Kindly ask everyone for their input.*

Recorder: *Make sure what you write down on your own sheet accurately represents the group's ideas – your teacher will be checking your copy. Ask the other members for clarification if you're not sure you have it right.*

Speaker: *Be prepared to speak on behalf of the group. If any ideas are not clear, ask the others for an explanation or ask specific questions. Make sure the group explanations would receive a mark of "5" – are they thorough and complete?*

We have all experienced difficulties working in groups. Sometimes, the challenge comes from within – for whatever reason you, as an individual, are unable to contribute effectively to the group. Other times, another group member may make the proper functioning of the group difficult.

3. Think about the reasons why a group might *not* function at its best. Make a list of the reasons in the chart below – be specific. However, do **not** mention the names of any individuals. This is **not** a critique of your current group or any others you have been in.

Reason Groups Might Not Work Well	Actions
1.	
2.	
3.	
4.	

4. Describe what specific actions could be taken to help the group work better in each case you listed above. Indicate which group member (R, M, S) would be best to carry out the action, or if it is an action for everyone (E).

**Check your results with your teacher.**

*Manager: When the group decides it had finished question 4, call the teacher over. Keep an eye on the clock since we want to complete the whole activity in this period.*

*Recorder: The teacher will ask you to write up one example on the whiteboard for a class discussion. Have the others check this.*

*Speaker: Be prepared to speak on behalf of your group when called upon. Make sure the action is clear and precise.*

*Manager: Lead the group through the next question.*

5. Begin by working individually on the next question. In the chart below, list the responsibilities of your role in the group. When everyone is complete, share and discuss the results. Finally, complete the rest of the chart.

Manager	Recorder	Speaker
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