



Addressing the Questions Group Activity

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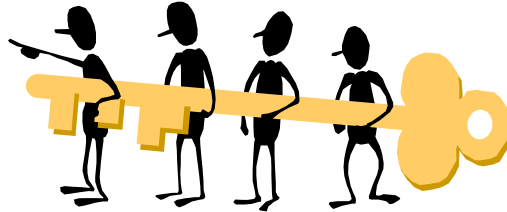


Teacher Instructions for the Group Activity

- The amount of groups is determined by the number of questions generated by the class discussion of the questions.
- The amount of students in a group is determined by dividing the amount of questions into the number of students in the class.
- Create a sign-up page for each question with lines for the number of students that can be in a group.
- Tape each sign-up page to the board.
- Create strips of paper with the name of each student in the class on them or have the students write their names on small pieces of paper.
- Draw the names from a container to determine the order that students will sign up for the question that they want to work on answering.
- Have the student, whose name has been drawn, write his/her name on the sign-up page for the question that he/she chooses. If the total amount of students for a question has been reached, then the student would choose another question. Continue until every student has signed up for a question.
- Have the students form groups corresponding to the sign-up sheets.
- Give each group the *Addressing the Questions Group Activity*, *Group Task List*, *Individual Task Log*, and *Group Activity Rubric* found in this packet.
- Show the *Working Together as a Group* transparency and discuss.
- Show the *Guidelines for Oral Presentations* transparency and discuss.
- Go over the *Answering the Question Group Activity*, *Group Task List*, *Individual Task Log*, and *Group Activity Rubric*.
- During the course of the activity, review the different groups' task lists and individual task logs and provide assistance when necessary.



Working Together as a Group



Do the following when working together as a group.

👍 **Organize the group members.**

- 👉 Define roles and responsibilities.
- 👉 Identify tasks to be accomplished.

👍 **Focus on group responsibilities and tasks.**

- 👉 Work diligently to finish assigned tasks.
- 👉 Stay on task until assignment is finished.
- 👉 Limit conversations to the assignment.

👍 **Interact positively.**

- 👉 Listen to other group members.
- 👉 Accept work/ideas from others.
- 👉 Give positive feedback/recognition to group members.
- 👉 Resolve problems and group conflicts.



Guidelines for Oral Presentations



Elocution:

- Use a clear voice and correct, precise pronunciation of terms so that all audience members can hear and understand presentation.

Eye contact:

- Maintain eye contact with audience. Try not to rely on notes.

Organization:

- Present information in a logical and interesting sequence that the audience can follow.



Addressing the Question Group Activity

Group Members:

Directions:

1. Choose a group leader, who will keep up with the group's progress.
2. Figure out the tasks necessary for the completion of the group activity.
3. Determine who is responsible for each task.
 - Fill out the *Group Task List*.
 - Individual group members complete the *Individual Task Log* as they are working on the activity.
4. Use the available resources to answer the question and any related questions.
5. Prepare to present your answer(s) to the whole class using any materials necessary to thoroughly illustrate the information being presented.
6. Use the accompanying rubric as a guide to successfully completing the group activity.

Group Question:

Related Questions:



Addressing the Question Activity Rubric

	Excellent	Average	Poor
Group Tasks	All of the group tasks were identified.	Most of the group tasks were identified.	Only a few of the group tasks were identified.
	Tasks were thoroughly completed.	Tasks were adequately completed.	Tasks were poorly completed.
	All members were on task. All conversations were focused on the tasks.	Most of the members were on task. Almost all of the conversations were focused on the tasks.	Only a few of the members were on task. Only a few of the conversations were focused on the tasks.
Group Interaction	Group interaction was excellent.	Group interaction was mostly positive.	There was little positive group interaction.
	Members listened to others' ideas.	Other opinions were considered.	Other opinions were mostly discounted.
	There were few or no conflicts or arguments amongst members.	There were only a few conflicts and arguments.	There were many conflicts and arguments.
	If conflicts occurred, then they were positively resolved.	When conflicts occurred they were positively resolved.	Most conflicts went unresolved and feelings were hurt. Conflicts interfered with the group's work.
Content	There was an introduction that thoroughly informed the audience as to what was to come.	There was a basic introduction that lets the audience know what was to come.	An introduction was attempted, but the audience had little idea of what was to come.
	All content necessary to answer the question(s) was thoroughly and accurately addressed in the presentation. Information presented went beyond the requirements.	Most content necessary to answer the question(s) was adequately addressed in the presentation.	Some of the content was addressed, but gaps existed. The content presented contained inaccuracies.
	The content was presented in a logical, interesting sequence that the audience could follow.	The content, on a whole, was presented in a logical, interesting sequence that the audience could follow.	The sequence of the content was presented in a disorganized way. It was difficult for the audience to follow.
	There was a well-reasoned conclusion that came from an accurate interpretation of the content.	There was a reasoned conclusion that came from an interpretation of the content.	There was a few concluding remarks that did not attempt an interpretation of the content. The few remarks only provided a summary, at best.
Presentation	A variety of visuals were used, which were very effective in illustrating the content of the presentation.	Some visuals were used, which adequately illustrated the content of the presentation.	Only a few visuals were used, which, on a whole, fell short of illustrating the content of the presentation.
	The question and answer session was very informative and accurate.	The question and answer session had an adequate amount of informative and was accurate.	The question and answer session was inadequate because most of the questions went unanswered.