FIGURE 7.3 • Considerations for Student Grouping to Promote Comfort and Engagement

LESSON/PROJECT:		
CONSIDERATION	NOTES FOR CONSIDERATION	STUDENT GROUPS
What background knowledge do students bring to the activity?		Group 1:
On the topic of the activity		
 On the structure/type of the activity (e.g., debate, interview, etc.) 		
How can student interests inform grouping?		Group 2:
 Students with similar interests relating to the topic of the activity 		
 Students with similar interests in the type of activity 		
What <i>individual strengths</i> can inform student grouping?		Group 3:
Academic strengths		
Linguistic strengths		
 Personal skills and talents (e.g., artistry) 		
 Interpersonal skills (e.g., time management, organization, etc.) 		Group 4:
What <i>personality traits</i> can impact collaboration within the group? (e.g., patience, empathy, cooperativeness)		
What should you keep in mind regarding student preferences?		Group 5:
 Friendship 		
Working styles		
 Cultural expectations that may dictate gender roles and interactions 		

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