**Talking Chips**

This cooperative-learning technique has students review with other students information based on the learning and transfer that learning. The students become presenters, observers and give quality feedback. This structure builds team building, communication, social, thinking skills and processing information in a safe environment.

**How to Use**

1. Pair Up

Have the student’s pair up with a shoulder partner or a face partner.

The teacher counts off each group and assigns a topic presented in the lesson.

1. Work as a team.

Working as a team the pair has 3 – 5 minutes to discuss the key concepts learned in lesson assigned to them. By placing a chip in the center of the table one of the students starts the discussion. The other students participate by placing their chip in the center designating it is their turn to talk while their partner listens and vise versa.

1. Time’s up

Time is up when the students use all of their chips or time has elapsed for the class.

**When to Use**

* It is a quick fun way to review chapter content.
* Teambuilding
* This structure is recommended to be used to build social and communication skills as well as thinking skills.
* It would be successful in any content area.
* Creating a visual resource on the key topics
* After the lesson to test for knowledge retention.
* When active participation is needed

**Variations**

1. Instead of pairs have the table work on as a table group.
2. Have the students pick a card and only discuss a key concept. This concept is then presented to the class when time elapses.
3. Have the students select a new partner and using the chip discuss what was previously discussed in the last meet.

 **RallyCoach**

This cooperative-learning technique has students review with other students information based on the learning and transfer that learning. The students become presenters, coaches, observers and give quality feedback. This structure builds communication, social and procedure learning in a safe environment.

**How to Use**

1. Pair Up

Have the student’s pair up with a shoulder partner or a face partner.

The teacher counts off each group and assigns a number from a worksheet or an oral problem presented by the teacher that was presented in the lesson.

1. Work as a team.

Working as a team the pair demonstrates the problem. Partner A solves the problem while demonstrating the problem to his/her partner. Partner B listens, observes, checks, coaches and praises their partner for successful completion of the problem. The partners switch roles and now partner B solves the problem while demonstrating the problem to his/her partner. Partner A listens, observes, checks, coaches and praises their partner for successful completion of the problem.

1. Time’s up

Partners repeat taking turns until worksheet is done or time is up.

**When to Use**

* Worksheet problems
* Oral problems provided by the teacher
* It is a quick fun way to review chapter content.
* This structure is recommended to be used to build social and communication skills.
* Interactive learning.
* It would be successful in any content area.
* Creating a visual resource on the key topics
* After the lesson to test for knowledge retention.
* When active participation is needed

**Variations**

1. Instead of pairs have the table work on as a table group.
2. After solving two problems the pair checks their answers with another pair in the room.
3. After solving two problems have the pair demonstrate solving the problem on the board for the class.