

Jigsaw

Step-by-step instructions

1. Begin a class discussion to raise student interest/motivation to learn. Use the following questions to guide the conversation.
 - a. Have you ever scribbled pictures or designs during a class and missed what the teacher or a classmate was emphasizing?
 - b. Do you sit next to your friends during class?
 - c. Have you ever sat through a class lecture and your attention wandered so that you did not hear what the teacher or a classmate was saying?
 - d. Have you ever sat through a lecture and discovered you were looking at someone other than the person giving the presentation?
 - e. Have you ever sat through a class lecture and knew that you read something about the topic, which your teacher assigned, but you do not remember the details?

2. Next lead a discussion about the importance of preparing for a class by coming to class ahead of time, intentionally deciding where is the best place for you to attend to what the teacher or a classmate is saying, putting yourself there, actively recording a class lecture or discussion so that you do not miss anything important, actively taking notes while you read assigned text, actively combining your class lecture or discussion and reading notes into a graphic organizer, and studying the organizer until you remember all of the details.
 - a. By learning how to implement the strategy, each student will become more confident in their ability to work cooperatively to learn and teach peers and may use it in other courses.

3. Collect data on each student to identify whether students know of and use the Jigsaw strategy via graphic organizer/table to assess students' knowledge of topic.

4. Then discuss results with each student individually and obtain a written commitment from student to learn Jigsaw so that the student improves her or his ability to work cooperatively to learn and teach peers.

5. Describe Jigsaw in detail, the general situations where the strategy can be used (working cooperatively to learn and teach peers) and the benefits the students can expect from learning and utilizing the strategy (improving student listening, student interaction, and peer teaching while developing the four skills of reading, speaking, listening, and writing).
 - a. Plan on teaching Jigsaw during 45-min classes over the course of several weeks until the students no longer require your support.

6. Create a slide and poster of a time framework and a graphic organizer/table.
7. Divide students into study groups of five to six students making every effort to diversify the make-up of each group by ability, gender, race, and ethnicity. (It is suggested that special education students are paired with regular education students to create a peer-assisted learning environment, which will benefit both student types.)
8. Assign one segment of material on Confucianism, Legalism, or Taoism to each group, which is found at
 - a. Confucianism at http://web.cn.edu/kwheeler/chinese_confucius.html (Break into two segments of material.)
 - b. Legalism at http://web.cn.edu/kwheeler/chinese_legalism.html (Count as one segment of material.)
 - c. Taoism at http://web.cn.edu/kwheeler/chinese_taoism.html (Break into two segments of material.)
9. Provide to and review with each student the following:
 - a. a time framework for managing their time using the jigsaw technique via an overhead projector or whiteboard;
 - b. rules for working in a group emphasizing the students are responsible for their group members learning all of the content in their assigned segment; and
 - c. a graphic organizer/table to assist them in identifying the key points to learn and teach.
10. Hand out a copy of the assigned segment to each student.
11. Direct each person in a group to read the segment of material assigned to that group.
12. Direct the students to discuss and learn the material assigned to their group.
13. Direct the students to select a minimum of three key points to learn and complete the graphic organizer/table based on what they learn from their assigned segment.
14. Direct the students to plan how they will teach this material to others in the class within 5 minutes.
15. Provide the students with 30 minutes to study the reading, discuss the main points, and plan and rehearse how they will teach the material to their classmates.
16. Tell the students when they have 10 minutes left in the study period.

17. Tell the students when they have 5 minutes left in the study period.
18. Tell the students when they have 1 minute left in the study period
19. At the end of the study period, direct the members in each group to count off as 1, 2, and 3.
20. Assign students from each study group to jigsaw learning groups in which each group will contain a representative of each study group; each jigsaw learning group will be composed of students with the same number so that in each quintet, one person will have studied one of the five segments of material handed out.
21. Assign a leader for each jigsaw learning group providing training on how to intervene when a group member is dominating the conversation or is being disruptive.
22. Direct students of the jigsaw learning groups to teach their group members what they have learned in the study groups.
23. Encourage students in the groups to ask questions of each segment “expert” for clarification.
24. Direct the students to write down the key points each segment expert teaches on the graphic organizer/table. Walk from group to group observing the students and assisting the group leaders, if need be, by whispering in their ears.
25. Review with the class as a whole what the students learned within the jigsaw learning groups.
26. Write out the key points on chart paper like that shown on the completed graphic organizer/table.
27. Direct students to write in a different colored pencil or pen key points they did not record on their graphic organizer/table when in the jigsaw groups.
28. Give a quiz on the material.
29. Post the completed graphic organizer/table in the classroom for future reference.
30. Have each student self-assess her or his ability to work cooperatively to learn and teach peers to improve comprehension of content on Confucianism, Legalism, or Taoism using

the graphic organizer/table comparing organizer/table each student makes to an all-inclusive completed graphic organizer/table the teacher makes for the same content.

31. Using technology, teach each student how to chart her or his performance using an Excel spreadsheet. Have students use graph paper if using Excel is not an option.
32. Chart collected data from students and data you collected through observation.
33. Review data from students and the data you collected with students independently.
34. Congratulate students on their hard work and review with them their goals for next time.
35. Assist students in generalizing the use of Jigsaw by first leading a discussion with the students to identify and plan to use the strategy in other courses or settings, second having the students try Jigsaw in other settings and report back to class, and plan to have students use Jigsaw at other times during class.