

Podcast on Think-Pair Share



Shalom & Hi everyone -welcome to the UnitEd-Herzog Podcast!

We assume you have familiarity with educational ideas such as Collaborative learning, Jigsaw method, Self-directed learning, and Active learning. Sometimes these these methods and techniques seem a little bit vague

UnitEd-Herzog has prepared a series of short and focused podcasts on a number educational approaches. The podcasts are workshops for building lesson plans based on diverse, inviting, and engaging learning practices that encourage students to take an active and meaningful part in their learning. We've also prepared accompanying materials for you and your students that help improve their learning using these practices..

These practices may be adapted to any content and any age group.

So go ahead, take the material you've planned to teach, find a quiet place, put on your headphones, and join us!



Let's go back in time, to the time when you were in school, maybe even to a time when you were a student or participated in a lecture or some class recently, and the teacher asked the whole class a question and you did not feel that you were able to reach your own independent thought process or opinion. Something in the dynamics of that class caused you to focus on the group discussion, or the information and ideas that the teacher or the class brought up in the discussion. Maybe you even felt a little lost in the learning process.

Now let's get back to our current lesson. Even as teachers we sometimes feel that there are few students who are involved in the lesson and the learning processes. The Think-Pair Share method enables our students to be more involved in the learning process, to form an independent opinion, improve communication skills while sharing and intensifying ideas and thoughts with at least one other student. The method also helps students draw conclusions by examining different perspectives on the topics discussed in class.

This is also a very clear and simple method to understand and apply data, because it consists of three simple steps:



Think – we give a very specific question and allow the students to think independently about their answer and record it individually.



Pair – we divide the class into pairs and allow the students to discuss their answers to the question we presented and reach a common insight together.



Share – we return to the classroom and hold a joint discussion in which the students can share their insights, or we open a discussion with the entire class, while the students have already processed the question that we are discussing in the lesson.

You can use Think-Pair Share for different purposes: before opening a new topic in class, when we want to raise issues and questions that introduce different dilemmas, after we have read a text or seen a video and want to encourage the students to express critical thought, or before we start any task and we want the students to work in pairs and bring up ideas. I'm sure you can think of other situations where this method can be useful to you.

I find this method very appealing because it can be implemented within 30-45 minutes and produce a very active and intense learning process involving all the students in a relatively simple way.

Please stay with us. I will show you how to prepare a lesson plan based on Think-Pair Share and at the end of the podcast you will have a lesson ready to use in class. Let's get going.



Are you with us? Excellent. Please sit comfortably for work. Put on headphones and have a handy device for documenting the structure of the lesson: it can be a notebook, a sheet of paper, or a computer. You can also use the page we prepared for you to plan the lesson.

Think-Pair Share

There are four steps to building a lesson plan based on Think-Pair Share. I will explain each step and give you time to work while listening to pleasant music. If you feel you need more time, just stop the recording, keep working and then get back to us.

First step – think about the next lesson you have to teach. Try and extract a question that can motivate the students to think. This can be a question that is based on previous knowledge that they have to express or a question that is based on new knowledge that you are going to learn together. I suggest that you take 3 minutes to think and write down as many questions as possible that come to mind. Go for quality and not for quantity. You will end up with a long list of questions, from which you can choose the best one for the lesson.



Have you comprised a list? Excellent. It's okay if you haven't selected your specific question yet; you can do this later. The first step in this method is to give your students the question and answer it independently in a notebook or on the computer. Now let's prepare for the second stage, which is teaming the pairs. Think carefully about how you would like your students to work: do you want to team students with similar, or rather different, skills? Will the students get along well or would it delay the working process? Perhaps you feel that the topic is an opportunity for the students to connect in pairs independently? This is great, just keep in mind that it may take away time from your lesson. It doesn't mean you shouldn't do it, you just have to take it into account.

 **You may need a little more time for this stage, so stop as needed and continue after you finish pairing off the students. This should take about 3 minutes.**



After you have the command of the pairs, I suggest that you take some more time to think about the instruction you are going to give to the students. Each student at this stage should already have an answer to the question you gave at the beginning of the lesson, but how are they going to share their answer in pairs? Your instruction can be that each side will share their answer and discuss it in pairs. You might also want to give 2-3 questions that guide the couple's conversation, such as: What idea did you connect with in your answer about your partner? Which idea do you disagree with? And, of course, you can think of other questions. Spend the next few hours thinking about the instruction you will give the students and scaffolding questions that can help them move forward in the discussion.

After you have pairs of students, I suggest that you take some more time to think about the instructions you are going to give them. At this stage each student should already have an answer to the question you gave at the beginning of the lesson, but now they have to discuss how are they going to share their answer with their partner? You can tell them that each student will share their answer and discuss it with their partner. You might also want to give 2-3 questions that will guide the conversation, such as: What did you like about your partner's answer? What did you disagree with? And, of course, you can think of other questions. Think more about the instructions you are going to give the students and the basic questions that can help them move forward in the discussion.



I think that you can do this in about 3 minutes. Good luck!




Wow, well done! You have reached the last stage. Now we have a big question. We are splitting everyone into pairs and giving instructions. Now we have to think about how we want to share our thoughts. Would you like a representative from each group to present the insight? Would you like to bring up the opening question again and enable an open discussion? Maybe you would like to divide the class into groups of 3 or 4 pairs, so that they can hold a discussion in a larger group, but not with everyone? Think about the best way for you to allow the sharing and the next class and, of course, encourage continuation of the work in this lesson, or in the following lessons. Now is the time to think about summarizing the lesson in general.



This should take about 3 minutes.



That's it. Well done! You've got a lesson plan based on Think-Pair Share. In order to implement the process, I recommend starting by telling the students about the method, to reduce surprises. Explain to them that you are going to state a question, they will have time for independent thinking, then discussion in pairs, and finally they will present the discussion to the class, and you will move onto different stages.

 **I recommend giving the independent thinking stage 1-3 minutes; working in pairs 5-15 minutes and finally the sharing time in the class according to the time left for the lesson and divided in any way that suits your needs.**

You are of course welcome to continue developing more lessons.



We hope you found this podcast to be helpful.

Don't forget to also visit the UnitEd and Herzog College websites.

There you will find additional materials about the practice and other useful resources for future lessons, inspiration, and enrichment.

Good luck!

You can also listen to the podcast here:

