

Teaching Strategies

Jigsaw

The Jigsaw activity is a co-operative learning method that can be used when teaching anything that can be broken into parts.

Steps in Creating a New Jigsaw	Tips
1. Choose some content that can be broken into up to 6 parts 2. Create a few questions or a task for each part (Expert Group task) 3. Create a task or set of questions that uses or ties together all parts (Home Group task) 4. Create 2 or 3 debriefing questions	Parts must be able to stand alone, and not need to follow any specific order. More than 6 parts makes your groups too big. Questions should require some analysis, and address your learning objectives
When Creating the Manual & NFD: 1. Add the questions or task for the learners to the manual OR create a separate handout 2. Add a ppt slide with instructions for the learners. This is easier for them than verbal instruction only. 3. Optional: add a ppt slide with the debriefing questions, or just have these in the presenter notes of the preceding slide 4. Under "Materials" in the NFD, include any resources needed for the groups, and the link for these learning station signs https://www.studenthandouts.com/00/199801/numbers-1-20-large-learning-stations.pdf	If questions are in the manual, a trainer could opt to use them for simple table discussion instead of the jigsaw (e.g. if group is too small) The slides could be hidden if simple table discussion is done.

Cooperative learning activities require the learners to work together in order to discover and apply new knowledge, and to teach each other. The teacher's role changes from "the sage on the stage" to "the guide on the side".

Also see this video <https://www.youtube.com/watch?v=euhtXUgBEts>

To Do the Activity:

1. This activity works best if you have at least 15 learners.
2. Set up learning stations before the class begins, with number signs on wall or tables, and any additional resources you might need (e.g. if the task is to draw something, provide paper and colored pencils).
3. Have learners get into groups with the same number of people as you have parts of content (i.e. 6 parts = groups of 6). This will be their *home team*.
4. Within each group, have members count off e.g. in a group of 6, count off from 1 to 6
5. Send all the 1's to learning station 1, all the 2's to learning station 2, etc. These will be their *expert teams*. Have them work on their questions for 15 minutes or so
6. After 15 minutes, reconvene the home teams. Now each person will teach the others what they learned in their expert teams and do the home team task. (Optional: omit the home team task, and just have them share what they learned in their expert teams).
7. Follow the activity with a debriefing using focused questions to prompt some critical thinking about the topic.

See example on the following pages.

Example: Community Impact and Layers of Trauma

Objective 1 of the workshop – define trauma and understand the possible variations of potential impact

Materials listed in NFD:

- handout with questions for Expert Groups (or these could be on a slide)
- optional: flipchart paper for Expert Groups

PPT Slides – add these to follow the slides on the 3 types of trauma



COMMUNITY IMPACT & LAYERS OF TRAUMA

Activity Part One:

- Sit in groups of 4. This is your Home Group
- Count off from 1 to 4 in your group. When directed, go to the Expert Group tables:
 - 1's will be the Expert Group for Sustained Community Impact
 - 2's Intergenerational/Historic Trauma
 - 3's Secondary Trauma
 - 4's Vicarious Trauma

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COMMUNITY IMPACT & LAYERS OF TRAUMA

Activity Part Two:

- Return to your Home Groups
- In your Home Group, share what you have learned from your expert groups.
- Go to Case Study #4 (p. 59) and answer questions 1-3

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DEBRIEFING

- In what way is the impact of trauma similar in all these layers?
- In what ways are they different?
- What might assist people to be resilient in these situations?

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Handout Questions: (attach at end of NFD? Could put on another slide)

Read the description of the type of impact assigned to your group, (pages 6-7) and answer the following:

1. Define this type of impact – what is it?
2. What type(s) of trauma could be involved?
3. Where have you seen (or heard about) this happening? Give examples.
4. How might people behave when impacted in this way?
5. What do you think would help reduce this negative impact?

(Option: omit some of these questions – 5 might be too many)