



Torre's Tools

Appendix B

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Fox tool

Children work in groups to share information and filter and distil down to the key facts.

1. Give the group a 'donut' with one section per child. Cut out the sections, including the 'jammy bit in the middle'. Children have a set time to make notes on their section of donut about a topic (for example read some research and make notes about it).
2. 'Sweep' around the group to share notes made one at a time with not questions or interruptions.
3. Agree on the five (or more) key points and record these on the 'jammy bit' of the donut.
4. Stick the donut back together and share points as a class.

Carousel

Children work in groups to brainstorm on a large sheet of sugar paper and then share these ideas.

1. Set up large sheets of paper each with a different question e.g. What do you think the new playground should look like? Sound like? And be like?
2. Children work in groups and consider the question on their piece of paper. Nominate a scribe. This is to be done in a specified time.
3. After the given time, children move round the 'carousel' to consider the question on the next piece of paper. First, put a small tick next to the statements they agree with written by the previous group.
4. Continue as above until all groups have reviewed and added to what is written in response to each question.
5. As a class collate responses.

Challenge

Children work in groups to complete a pre planned challenge. This will be based on a particular key learning skill and will be to solve a problem.

1. Allocate the following roles to the children: facilitator, time-keeper, resources manager and quality checker.
2. Read the challenge to the children ensuring that everyone is clear on their roles and responsibilities and the outcome of the task.
3. Children complete the challenge sticking to the agreed time-scale.
4. Each group presents to the class.
5. Others feedback to each group against the original criteria. Group presenting also self assess.

Round Robin

In pairs, children alternate generating oral responses.

1. Teacher poses a problem to which there are multiple possible responses or solutions.
2. In pairs, children take turns stating responses or solutions orally.

Stand up-hand up-pair up

A class building activity that can be used to motivate, activate prior knowledge, close a lesson or group of lessons, review previously learned material, and to have fun.

1. All children stand up and put their hands up.
2. Childs mingle, mix, practiced meeting and greeting, and find a partner.
3. Childs sit and put their hands down.
4. Teacher assigns and defines the task.
5. Childs are given "think time."
6. Pairs of children complete the task.
 - A. Timed Pair Share
 - B. Rally Robin Responses
7. Teacher randomly calls on groups to report.
8. Childs thank their partners and depart.
9. Repeat as many times as needed.

Jigsaw

This is a great way for children to feel like experts and share information about what they know!

1. Each child on the team becomes an "expert" on one topic by working and sharing with members from other teams assigned to the corresponding expert topic.
2. Upon returning to their teams, each one in turn teaches the group about his/her expert topic. Works well for acquisition and presentation of new material and review.

Find the fiction

Childs pick out the fictitious statement from a set of three statements.

1. Teammates write 3 statements: two true, one false.
2. One child on each team stands and reads his or her statements to team mates.

3. Without consulting teammates, each child writes down his or her own best guess as to which statement is false.
4. Teammates discuss and reach consensus on their "best guess."
5. Teammates announce their guess.
6. The standing child announces the false statement.
7. Childs celebrate: If the team guessed correctly, the standing child claps for teammates. If the team was stumped and didn't guess correctly, teammates clap for the standing child.
8. The next teammate stands to share. The process is repeated from step 2.

Find my rule

A great strategy for encouraging logical thinking and inductive/deductive reasoning. This activity works well for introducing a new unit, grouping children randomly for cooperative learning, and for developing problem-solving and categorizing skills.

1. Teacher prepares identity cards, related to an overall theme and to each other by a "rule" (one per child).
2. Teacher announces that children will need to form groups of a given size by circulating throughout the room to locate children who have identity cards that are connected or related to their own by some commonality or "rule."
3. Teacher gives an example and checks for understanding.
4. Teacher passes an envelope containing all identity cards around the classroom.
5. Childs take one card each and circulate around the room to try and find others who have identity cards that are related to theirs.
6. Once all members of the group have been found, the group will find a place to sit together.
7. Group members will articulate the rule that connects all their identities and will try to guess the theme to which all the groups are connected.

Showdown

This activity can be used to check for mastery of concepts and skills, as a review Before a quiz or test, or to assess child skills.

1. The teacher distributes materials to each group: a deck of question cards, one small basket and ThinkPad slips (small slips of coloured paper) for each team member to each group.
2. The teacher selects one child in each group to be the Showdown Captain for the fist round and asks him/her to turn the question cards facedown in the centre of the group's table and pass the ThinkPad slips to each team member.
3. The teacher explains that the Showdown Captain will turn over the card with the first question (cards can be numbered on back) and read it aloud for all team

- members. Then each team member will answer the question individually on their ThinkPad slips and turn their answers facedown on the table in front of them.
4. When the teacher gives the Showdown signal, all team members will reveal their responses at once. If all are correct, the team will get 5 team points. If not, the team will coach their team members to correct their answers and will then receive one team point.
 5. Team members will celebrate.
 6. The child at the left of the Showdown Captain will become Showdown Captain for the next round.
 7. Repeat from step 2 for each round.

Blind sequencing

Teams work to sequence cards in their proper order, but there is a catch - each child holds his or her own cards, and no one else can see what is on them.

1. One child on a team will be the dealer. He equally distributes cards among team members face down making sure no one can see what's on the cards.
2. Childs mark the back of their cards with initials, a number, letter or geometric shape to identify them as their cards.
3. In turn, each child describes his or her cards as well as possible to teammates in an attempt to make it easy for the team to sequence the cards.
4. When all the cards have been described, the team works together to put the cards in the proper order. Childs sequence their cards face down on the table. No card is set on the table unless all teammates agree. If the team gets stuck, only the original card holder can peek at the card and describe it to the team.
5. Once the team thinks they have properly sequenced the cards, they flip over the cars and check to see how they did. If the sequence is correct, they celebrate with a team cheer. If the sequence is incorrect, they correct it and discuss what went wrong and how they could do better next time.