

# JIGSAW PROCEDURE

Whenever there is material you wish to present to a class or you wish students to read, the jigsaw method is an alternative to lecture and individual reading. You assign students to cooperative groups, give all groups the same topic, and take the material and divide it into parts like a jigsaw puzzle so that each student has part of the materials needed to complete the assignment. You give each member one unique section of the topic to learn and then teach to the other members of the group. Members study the topic and teach their part to the rest of the group. The group synthesizes the presentations of the members into the whole picture. In studying the life of Sojourner Truth (a black abolitionist and women's rights activist), for example, you give one student material on Truth's childhood, another material on her middle life, and another material on the final years of her life. Group members, therefore, cannot learn her total life unless all members teach their parts. In a jigsaw each student then has to participate actively in order for his or her group to be successful. The **task** for students is to learn all the assigned material. The **cooperative goal** is for each member to ensure that everyone in their group learn all the assigned material. The **Jigsaw Procedure** is as follows:

1. **Cooperative Groups:** Assign students to cooperative groups (you usually use groups of three, but you may jigsaw materials for groups of any size). Distribute a set of materials to each group so that each group gets one part of the materials. The set needs to be divisible into the number of members of the group. Number each part (Part 1, Part 2, Part 3).
2. **Preparation Pairs:** Ask students to form a preparation pair with a member of another group who has the same part they do (a pair of Part 1's, a pair of Part 2's, a pair of Part 3's). Students have two tasks:
  - a. Learning and becoming an expert on their part of the lesson materials.
  - b. Planning how to teach their part of the material to the other members of their groups.

Students are to read their part of the material together, using the pair reading procedure of (a) both students silently read each paragraph (or "chunk"), (b) one student summarizes its meaning while the other student checks the summary for accuracy, and (c) the students reverse roles after each paragraph. In doing so pair members should list the major points they wish to teach, list practical advice related to major points, prepare a visual aid to help them teach the content, and prepare procedures to make the other members of their group active, not passive, learners. The **cooperative goal** is to create

one teaching plan for the two members that both members are able to teach. Both members need their individual copy of the plan.

3. **Practice Pairs:** Ask students to form a practice pair with a member of another group who has the same part they do but who was in a different preparation pair. The **tasks** are for the members to practice teaching their part of the assigned material, listen carefully to their partner's practice, and incorporate the best ideas from the other's presentation into their own. The **cooperative goal** is to ensure that both members are practiced and ready to teach.
4. **Cooperative Groups:** Students return to their cooperative groups. Their tasks are to:
  - a. Teach their area of expertise to the other group members.
  - b. Learn the material being taught by the other members.

The **cooperative goal** is to ensure that members master all parts of the assigned material.

5. **Monitoring:** While the pairs and the cooperative groups work, you systematically move from group to group and assist students in following the procedures.
6. **Evaluation:** Assess students' degree of mastery of all the material by giving a test on all the material that students take individually. You may wish to give members of groups whose members all score 90 percent or above five bonus points.

