



# DIVERSIFYING METHODS FOR FORMING TEAMS



# TABLE OF CONTENTS

## NO MORE TEAM LEADERS! BE CREATIVE!

### TO CREATE POSITIVE RELATIONSHIPS

Varying the teams and the way they are formed has several advantages, including avoiding favouritism or rejection. Varying the methods used to form teams also creates a sense of excitement among the students. Why not make it fun?

### OBJECTIVES

- Create novelty
- Learn to work with different personality types
- Foster relationships between students
- Portray the reality of the labour market
- Encourage cooperation

	Groups of 2	Groups of 2 to 4	Groups of 2 to 5	Groups of 2 to 6	Groups of 4	Determined by the teacher	Dividing the class in half	Page
The dice game						●		3
The coloured pencils						●		4
Half and half	●							5
A bit of math!			●					8
How many sides?	●							12
The flags		●						17
The team in music	●							23
The four seasons				●				25
The recipe					●			29
Drawing names						●		32
The personal object						●		33
The card game		●						34
The countdown						●		35
The riddles	●							36
Drawing straws						●		44
The pile of shoes						●		45
The virtual draw						●		46
Rock, paper, scissors							●	47
Designated by the teacher						●		48
Students' choice						●		49

Martine St-Germain  
Jolyanne Mongrain  
Lydia Desrosiers

# THE DICE GAME

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team.

### INSTRUCTIONS

1. Each student is given a die.
2. One student is designated to roll the die first. They roll the number 2.
3. The number rolled is the number to roll to form the first team (e.g., the number 2).
4. Then the other students roll their dice until the desired number of students per team (e.g., four students) roll the same number (e.g., the number 2).
5. The first four students to roll the number 2 then form the first team and so on until the desired number of teams is reached.

### EXAMPLE

- With a group of twenty students, the teacher wants to form five teams of four students. Fred, a student in the group, is designated to throw his die first. He rolls a 2.
- Then all students roll their dice at the same time.
- The first three to roll a 2 will be on Fred's team.
- Sophian, another student, is then designated to roll her dice.
- She rolls a 6. Then all students roll their dice at the same time.
- The first three to roll a 6 will be on Sophian's group.
- This continues until the five teams are formed.



# THE COLOURED PENCILS

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team.

### INSTRUCTIONS

1. The teacher fills an opaque bag with pencils of various colours corresponding to the desired number of teams. The number of pencils with the same colour corresponds to the desired number of students on each team.
2. Then the teacher goes around the classroom and has each student reach into the bag and pull out a pencil.
3. Students with pencils of the same colour (or colour family) form a team.

### EXAMPLE

- With a group of eighteen students, the teacher wants to form six teams of three students.
- In the opaque bag, the teacher places three red pencils, three blue pencils, three green pencils, three purple pencils, three orange pencils, and three black pencils.
- The teacher goes around the classroom to have each student pull out a pencil.
- Once everyone has their pencil, students form teams.



# HALF AND HALF

## TO FORM GROUPS OF TWO

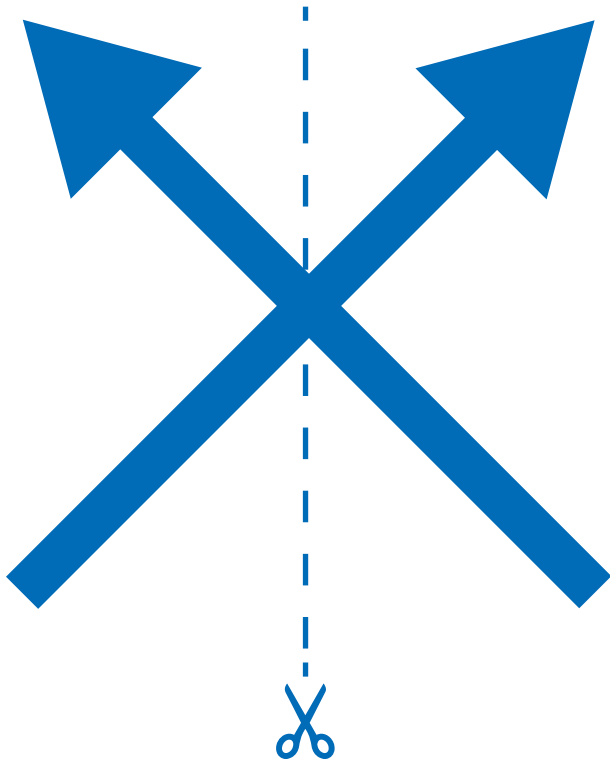
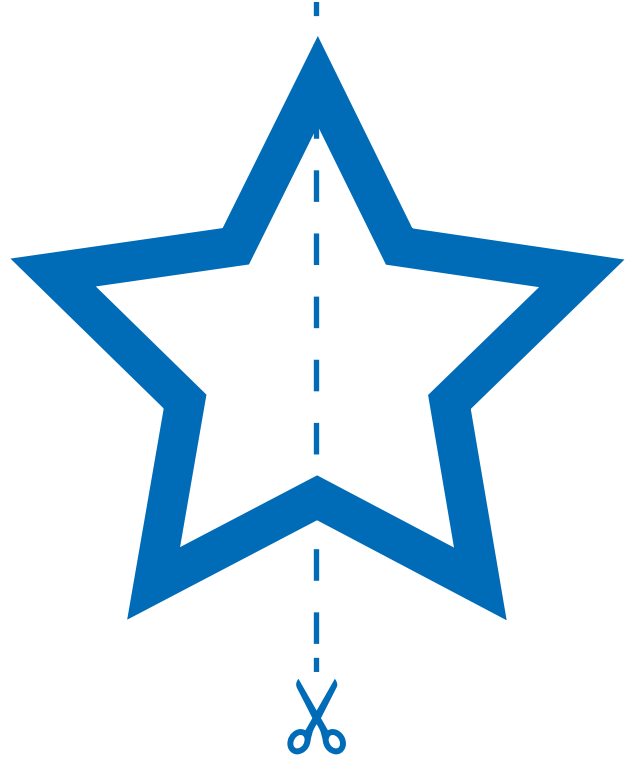
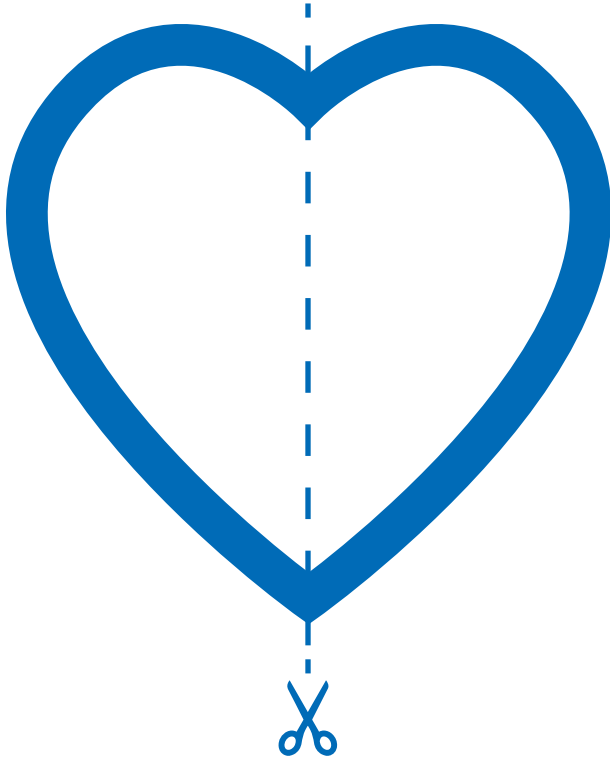
The teams are formed using images that are split in half (see next page). Students need to find the other half of their image in order to form a dyad.

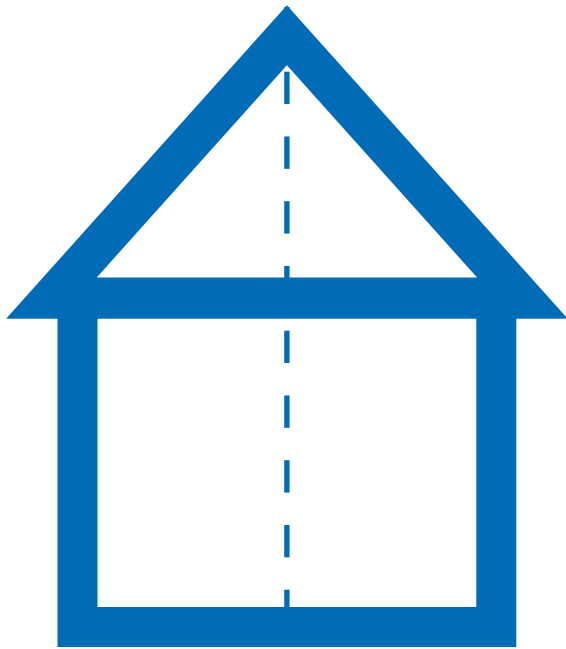
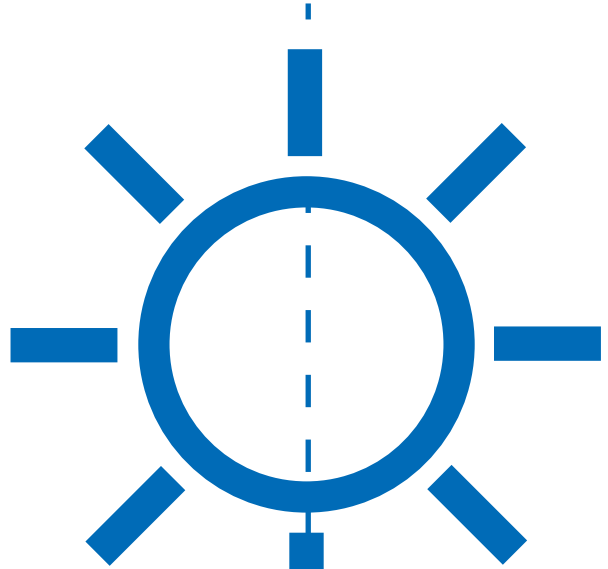
### INSTRUCTIONS

1. The teacher places in a small box the number of half images that correspond to the number of students in the class.
2. The teacher goes around the classroom and has each student reach into the box and pull out a half image. Important: students should not reveal the half image they have picked right away.
3. Once everyone has their half image, the students go around the classroom to find the other half.
4. They then form their dyad.

### EXAMPLE

- With a group of twenty students, the teacher chooses ten images, splits them in half, and places them all in a box.
- The teacher goes around the classroom and has each student reach into the box and pull out a half image.
- Jade has picked half a heart, Maxime has picked half a smile, Zac has picked half a star, Sophian has picked half a sun, etc.
- Then, everyone needs to find the other half of their image (half a heart, half a smile, half a star, half a sun, etc.) to form dyads.





# A BIT OF MATH!

## TO FORM GROUPS OF TWO TO FIVE

The teacher decides how many teams they want to have and how many students are on each team.

The groups are formed using mathematical equations and their solutions. It will be up to the students to find the equations corresponding to a solution  $X$  (see next page).

### INSTRUCTIONS

1. The teacher places in a small box the number of equations and solutions that correspond to the number of students in the class. It is possible to have several equations sharing the same solution (to correspond to the desired number of students on each team).
2. The teacher goes around the classroom and has each student reach into the box and pull out a piece of paper (this paper corresponds to either an equation or a solution).
3. When everyone has a piece of paper, the teacher shares how many equations correspond to one solution. This will indicate the expected number of team members.
4. Students with equations must find its solution, while students with solutions need to find the corresponding equation(s).

### EXAMPLE

- With a group of twenty students, the teacher wants to form four teams of five students.
- In the small box, the teacher places four equations sharing the same solution. So, in total, there will be sixteen equations and four solutions.
- The students take turns to pull out a piece of paper:
- Jade picked  $(15 + 5) \times 2$ , Maxime picked  $20 \times 2$ , Zac picked  $160 \div 4$ , Sophian picked  $10 + 10 + 20$  and Rachid picked 40;
- so, they will need to find each other and form a team.
- Siméon picked  $10 \times 10$ , Maéva picked  $400 \div 4$ , Maxence picked  $50 + 17 + 3 + 30$ , Daniella picked  $(25 \times 2) \times 2$  and Justin picked 100; so, they will then need to find each other and form another team.
- Repeat this process until all teams are formed.




$$(15 + 5) \times 2$$

$$20 \times 2$$


$$160 \div 4$$


$$10 + 10 + 20$$


$$40$$

$$10 \times 10$$


$$50 + 17 + 3 + 30$$


$$400 \div 4$$


$$(25 \times 2) \times 2$$


$$100$$


$$9 \div 3$$


$$6 - 3$$


$$18 \div 6$$


$$1 + 1 + 1$$

$$3$$


$$60 + 15$$


$$(50 + 50) - 25$$


$$80 - 5$$


$$(15 \times 3) + 30$$

$$75$$

$333 + 427$

$20 \times 38$

$1520 \div 2$

$1456 - 696$

$760$

$6 \times 6$

$(60 \div 2) + 6$

$87 - 51$

$15 + 21$

$36$

$(3 \times 3) - 2$

$100 - 93$

$21 \div 3$

$(2 \times 2) + 3$

$7$

$(20 \times 10) + 7 + 7$

$428 \div 2$

$217 - 3$

$70 + 140 + 4$

$214$


$$(150 \times 2) + 20$$


$$680 - 360$$


$$1600 \div 5$$


$$32 \times 10$$

$$320$$


$$(9 \times 10) + 9$$


$$198 \div 2$$


$$87 + 12$$


$$108 - 9$$

$$99$$


$$(30 \times 2) + 3$$


$$70 - 7$$


$$189 \div 3$$


$$10 + 20 + 33$$

$$63$$


$$(11 \times 0) + 11$$


$$22 \div 2$$


$$100 - 89$$


$$11 \times 1$$

$$11$$

# HOW MANY SIDES?

## TO FORM GROUPS OF TWO (FOR A CLASS OF UP TO TWENTY STUDENTS)

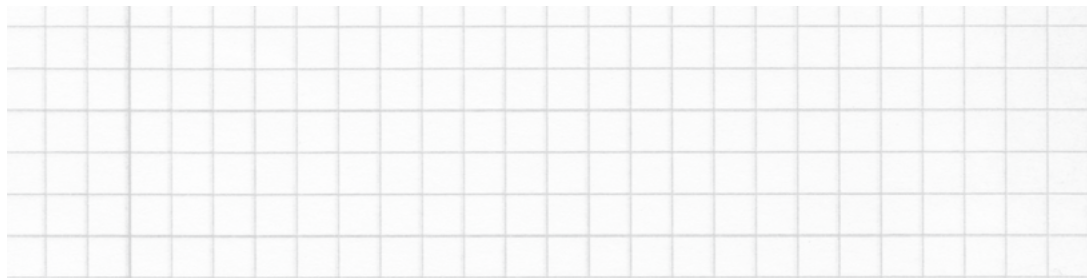
Teams will be formed using shapes and the number of sides they have (see next page).

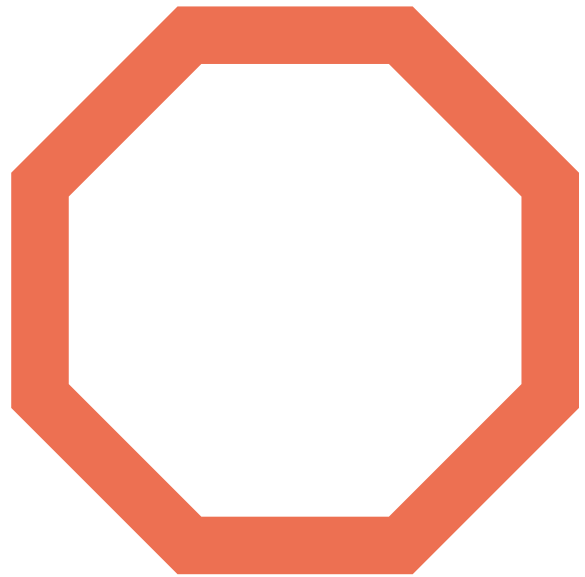
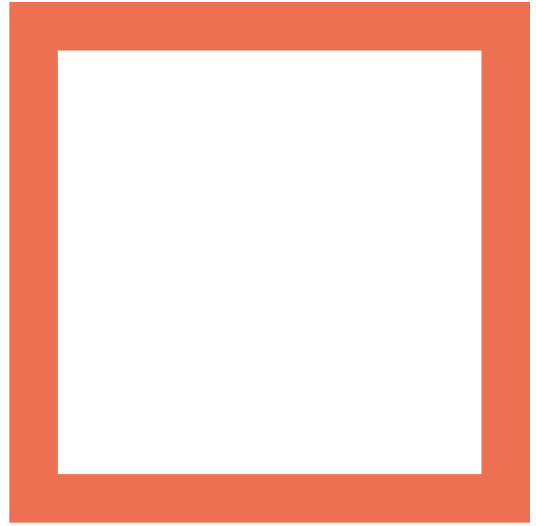
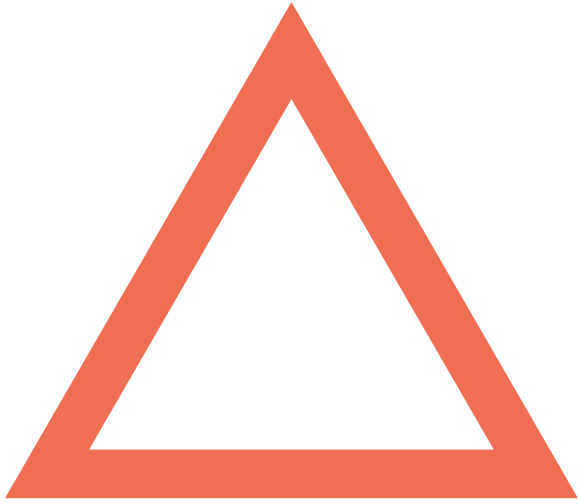
### INSTRUCTIONS

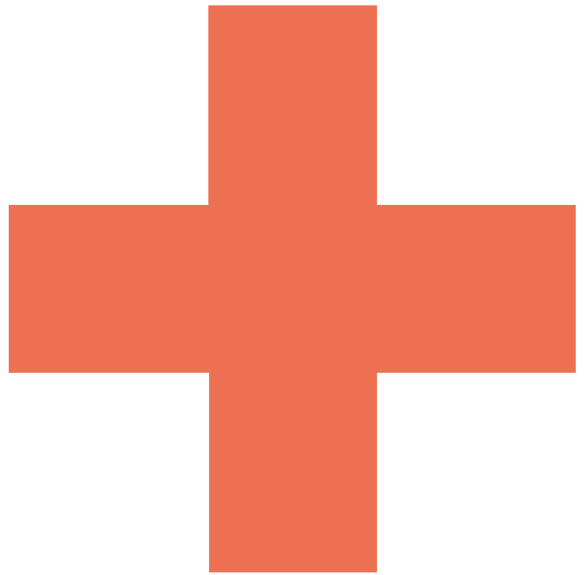
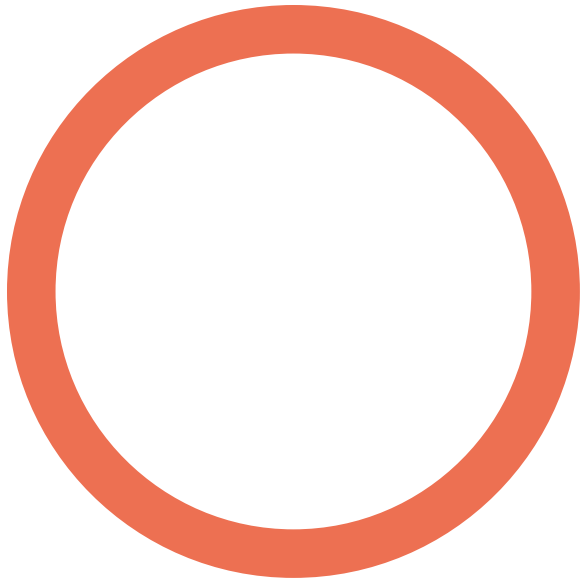
1. The teacher puts the shapes and numbers corresponding to the number of sides in a small box.
2. The teacher goes around the classroom and has each student reach into the box and pull out a shape or a number.
3. A student who has pulled out a shape needs to find the student who pulled out the number corresponding to that shape's number of sides and vice versa, which forms the dyads.

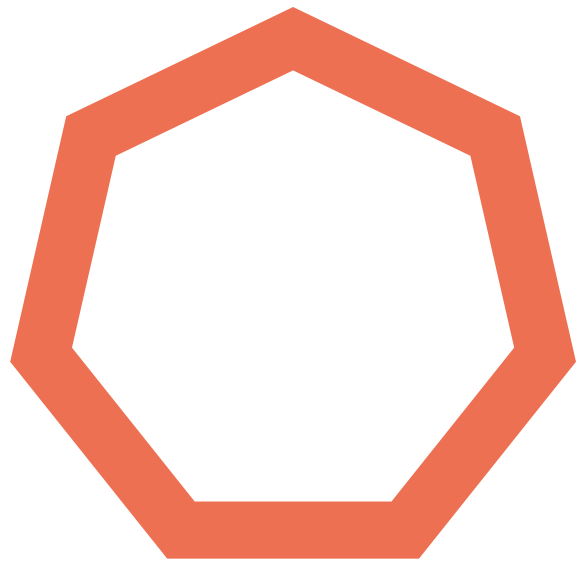
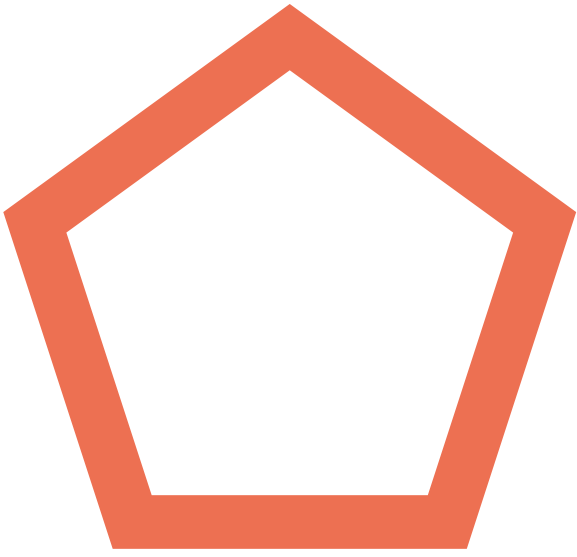
### EXAMPLE

- There are sixteen students in the group. The teacher places eight shapes and eight numbers corresponding to the number of sides of each shape.
- Each student pulls out a piece of paper (either a shape or a number, at random).
- Jade picked a square, Maxime picked number 4.
- They will therefore form a dyad. Zac picked a line, Sophian picked number 1. They will form another dyad.
- Repeat this process until all dyads are formed.









**12**

**8**



**0**

**1**



3

4



0

1



5

6



10

7





# THE FLAGS

## TO FORM GROUPS OF TWO TO FOUR

The teacher decides how many teams they want to have and how many students are on each team. The teams will be formed using characteristics representing countries and their flags.

### INSTRUCTION

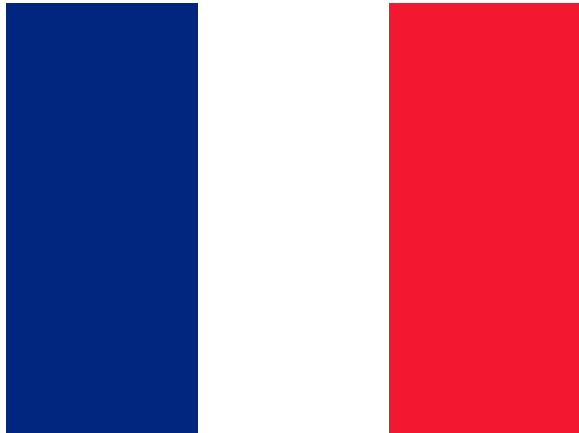
1. The teacher puts in a bag a number of characteristics for each country/flag corresponding to the number of students desired per team.
2. The teacher puts up the different flags on the board (the number of flags must correspond to the desired number of teams).
3. The teacher has each student pull out a characteristic from the bag. Then students must match that characteristic to one of the flags/countries up on the board.
4. All students who picked characteristics from the same country form a team.

### EXAMPLE

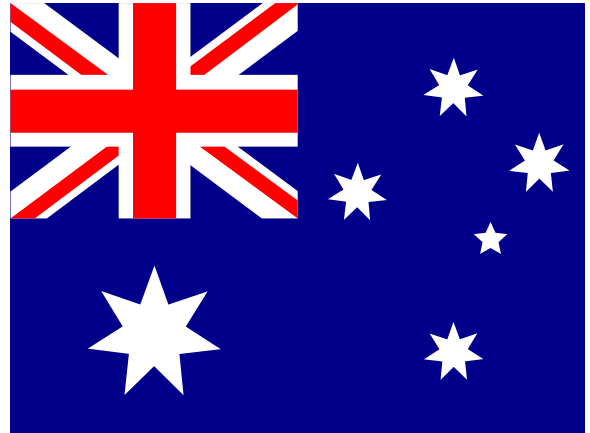
- With a group of sixteen students, the teacher wants to form four teams of four students. The teacher puts up four flags on the board. (e.g., the flags of Canada, Mexico, France, and Morocco).
- In a bag, the teacher places four characteristics associated with each of the four flags/countries (see next page). Eva picked the characteristic "The Eiffel Tower is in this country," so she goes to the flag of France.
- The three other students to pull out a characteristic of France or the French flag will join her to complete the team.



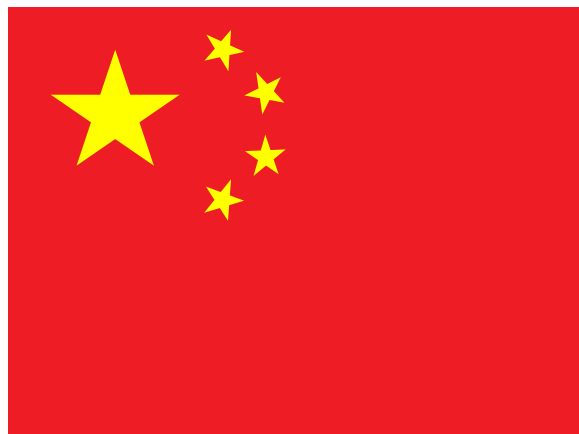
FRANCE



AUSTRALIA



CHINA



BRAZIL



UNITED STATES



CANADA



**INDIA**



**EGYPT**



**MEXICO**



**MAROCCO**

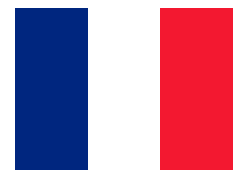


My flag is made of three large vertical stripes:  
a blue one, a white one, and a red one

Baguette is very popular in this country.

I am a European country where people speak French.

The Eiffel Tower is in this country.



**FRANCE**

There are two official languages in this country:  
English and French



-----  
This is the country where Céline Dion was born.



Maple syrup is an important product of one of this  
country's provinces.



-----  
This country has four distinct seasons.



**CANADA**

One of this country's biggest cities is symbolized by  
an apple.



-----  
The Statue of Liberty is in this country.



A lot of people dream of walking on its famous  
Walk of Fame



-----  
In 2008, this country elected its first African American president.



**UNITED STATES**

My flag is green and has a yellow diamond with a blue  
circle in its center.



-----  
Rio Carnival is held in this country.



Coxinhas are very popular appetizers for any special  
events in this country.



-----  
People speak Portuguese in this country.



**BRAZIL**

One of this country's culinary staples is made of avocado: guacamole.



The sombrero is associated with the culture of this country.



Cancun, Punta Cana, and Tulum are popular destinations in this country.



People speak Spanish in this country.



**MEXICO**

The Olympic athletes of this country are formidable opponents.



Shanghai is one of the largest financial centres in the world.



Chopsticks are the most commonly used utensils in this country.



This country's Great Wall is famous.



**CHINA**

The Great Barrier Reef sparks the imagination of the greatest divers.



This country is home to the kangaroo.



The beaches of this country are renowned for surfing, but beware of sharks!



This country has an iconic opera house.



**AUSTRALIA**



The pyramidal structures of this country are some of the most spectacular creations in the world.



Tutankhamun was a famous pharaoh from this country.



Cleopatra was a queen of this country.

The Nile valley is located in this country.



**EGYPTE**



A unique combination of spices characterizes the highly prized cuisine of this country.



This country is the second most populous in the world.



This country is home to one of the seven wonders of the world, the Taj Mahal.

The capital of this country is New Delhi.



**INDIA**



The succulent tajines figure among the typical dishes of this country.



True "green gold," argan oil is native to this country.



This country is famous for its souks, which are incredible marketplaces.

This country contains a part of the Sahara Desert.



**MAROCCO**

# THE TEAM IN MUSIC

## TO FORM GROUPS OF TWO

Teams will be formed using the name of an artist and one of their greatest hits.

### INSTRUCTIONS

1. In a bag or a box, the teacher puts pieces of paper with the name of an artist or the title of one of their greatest hits.
2. The teacher has each student pull out a paper.
3. Students form dyads by matching the song and the artist associated with it (see next page).

### EXAMPLE

- The teacher has each student reach into the bag and pull out a paper. Catherine picked "No Woman, No Cry."
- She must find the student who pulled out Bob Marley. It's Marcus! So, Marcus and Catherine form a team.



Here are a few suggestions, but you should feel free to create your own pairs (song/artist) according to your group.

<b>No Woman, No Cry</b>		<b>Bob Marley</b>	
- - - - -	+	- - - - -	
<b>La vie en rose</b>		<b>Édith Piaf</b>	
- - - - -	+	- - - - -	
<b>My Heart Will Go On</b>		<b>Céline Dion</b>	
- - - - -	+	- - - - -	
<b>Alors on danse</b>		<b>Stromae</b>	
- - - - -	+	- - - - -	
<b>Oops!... I Did It Again</b>		<b>Britney Spears</b>	
- - - - -	+	- - - - -	
<b>Get Down</b>		<b>Backstreet boys</b>	
- - - - -	+	- - - - -	
<b>Bohemian Rhapsody</b>		<b>Queen</b>	
- - - - -	+	- - - - -	
<b>Shape of You</b>		<b>Ed Sheeran</b>	
- - - - -	+	- - - - -	
<b>Sweet Child O' Mine</b>		<b>Gun's N Roses</b>	
- - - - -	+	- - - - -	
<b>Thunderstruck</b>		<b>ACDC</b>	
- - - - -	+	- - - - -	
<b>Thriller</b>		<b>Michael Jackson</b>	
- - - - -	+	- - - - -	
<b>Like a Virgin</b>		<b>Madonna</b>	
- - - - -	+	- - - - -	
<b>Hallelujah</b>		<b>Leonard Cohen</b>	



# THE FOUR SEASONS

## TO FORM FOUR GROUPS OF TWO TO SIX

The teacher decides how many students they want on each team. The teams will be formed using the four seasons and their characteristics (see next page).

### INSTRUCTIONS

1. In a bag or box, the teacher puts the number of characteristics for each season corresponding to the number of desired students per team.
2. The teacher puts up the four seasons on the board and has each student reach into the bag or box and pull out a characteristic.
3. The students must then match the characteristic they picked to the correct season.
4. All students who picked characteristics relating to the same season form a team.

### EXAMPLE

- To form four teams of four students with a group of sixteen students, the teacher places sixteen pieces of paper with a characteristic specific to a season in the box.
- Each paper has only one characteristic, and there are four characteristics/papers per season. Each student picks one paper (one characteristic).
- Pier-Luc pulled out "Season that starts in June and ends in September." He will thus be part of the Summer team. Tricia picked "Halloween season." She will thus be part of the Fall team.

You may want to put up or project this image onto the board and have students come up and place the characteristic they pulled out on the corresponding season.



Season that starts in June and ends in September

Swimming season

Quebec National Holiday and Canada Day Season

Berry picking season

Camp season

Corn on the cob season

Halloween season

The leaves on the trees are turning red, orange, and yellow.

The air is getting colder and it's time to take out sweaters.

Season that starts in September and ends in December.

The first snowfalls happen during this season.

This season is long-awaited by hunters.

Snowmobilers' favourite season



The season during which the warmest clothes are needed



The season that sees the end of the year



Skiing and ice hockey season



Valentine's Day season



Season that starts in December and ends in March

Budding season



This season brings back migratory birds



The season when snow melts



Season with a special day to play tricks



Season in which the warm weather returns slowly



Sugar shack season

# THE RECIPE

## TO FORM GROUPS OF FOUR

Teams will be formed using the ingredients for a classic recipe, well known to all.

### INSTRUCTIONS

1. In a box, the teacher puts papers on which are printed the ingredients and the recipes that will be picked by students.
2. The teacher has students reach into the box and pull out a recipe or ingredient.
3. The students go around the classroom to find partners based on the ingredients or the recipe they picked (three ingredients and one recipe). The teams are then formed.

### EXAMPLE

- For a group of sixteen students, the teacher places images of four dishes and twelve ingredients in the box (4 ingredients per recipe).
- Each student pulls out a piece of paper (either an ingredient or a dish).
- Alex picked cheese curds, Nina, brown sauce, Alfred, French fries, and Johanna, the image of a poutine. They get together to form a team.
- Every team will be formed this way.









French fries



Brown sauce

Cheese curds



Strawberries



Bananas

Chocolate



Ground beef



Corn kernels

Mashed potatoes



Pasta



Bolognese sauce

Parmesan cheese



Flour



Milk

Eggs



Romaine Lettuce



Croutons

Bacon

# DRAWING NAMES

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team. The teams will be formed by a draw.

### INSTRUCTIONS

1. The teacher writes the students' names on an object X (one object per student).
2. These objects can be kept throughout the semester and used for each random draw.
3. If popsicle sticks are used, the teacher can draw three at a time to create triads.

### EXAMPLE

- You can use various objects to do the draw: popsicle sticks, clothespins, photos, pieces of paper, etc.





# THE PERSONAL OBJECT

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team. The teams are formed by matching personal objects belonging to the students.

### DÉROULEMENT

1. The teacher stands with their back to the group and asks the students to come and place a personal object on the desk.
2. Once all the students have placed their objects, the teacher turns around and takes  $X$  objects at random, where  $X$  corresponds to the desired number of students in a team.
3. The students who own the objects picked form a team.
4. The teacher forms each group in this way.

### EXAMPLE

- With a group of fifteen students, the teacher wishes to form five teams of three students.
- Once all students have placed their objects on the desk, the teacher picks three objects: a blue pen, a sandal-shaped keyring, and a stress ball. These respectively belong to Malik, José, and Théo.
- They thus form the first group of three.
- The teacher then picks a cellphone, a sticky note, and a hair tie. These respectively belong to Maria, Zara, and Carl. They thus form the second group of three.
- The five teams will be formed in this way.

# THE CARD GAME

## TO FORM GROUPS OF TWO TO FOUR

The teacher decides how many teams they want to have and how many students are on each team.

The teams are formed by drawing cards at random. The teacher decides whether the teams will be formed according to numbers and figures, colours (red or black), or suits of cards (hearts, spades, clubs, or diamonds).

### DÉROULEMENT

1. The teacher randomly distributes a card to each student, face down.
2. At the signal, everyone turns their card at the same time and finds their teammate(s).

### EXAMPLE

- Four teams of X: all hearts form team 1, all spades form team 2, all clubs form team 3, and all diamonds form team 4.



# THE COUNTDOWN

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team. The teams will be formed by assigning a number to a student (1,2,3,...)

### INSTRUCTIONS

1. The teacher points to each student and assigns a number.
2. All students with the same number form a team.

### EXAMPLE

- To form five teams of three with a group of fifteen students, the teacher points to the students in turn and says: 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, 1, 2, 3, 4, 5.
- Julie, Max, and Zoé received number 2, so they form a team.
- Alice, Zac, and Mathieu received number 4, so they form a team; and so on.



# THE RIDDLES

## TO FORM GROUPS OF TWO

The teams will be formed by matching a riddle to its solution.

### INSTRUCTIONS

1. The teacher puts a number of riddles and solutions corresponding to the number of teams desired into a bag or box.
2. Every student pulls out a piece of paper.
3. The students then go around the classroom looking for the person holding the matching riddle or solution.

### EXAMPLE

- With a group of twenty students, the teacher wants to form ten teams of two.
- The teacher places ten riddles and ten solutions in a bag. The students reach into the bag and pull out a riddle or a solution.
- Jade picked "I'm always in front of you but can't be seen. What am I?" She goes around the classroom to find the person with the solution to her riddle.
- Charles picked "The future."
- This is the solution to Jade's riddle, so they form a team.

**A postage stamp**

**A mushroom**



**Eyes**

**A marshmallow**



**A mentor**

**The horizon**



**The dictionary**

**The face**



**A newspaper**

**A secret**



**Tree bark**

**An anchor**



**A coffin**

**Tiramisu**



**Vertigo**

**A crocodile**

**The future**

**A finch**

**An apple**

**A cemetery**

**What travels around the world but stays in one small corner?**

**I have a cap and a stem, but I have no head and I'm not a plant. What am I?**

**They are two, always side by side,  
but never facing each other.  
What are they?**



**My first is a wetland.  
My second is a plant.  
My whole is fun to roast on the fire.**



**My first is an adult male human.  
My second is the Norse god of thunder.  
My whole is a trusted counselor or guide.**



**I'm the line where the earth and the sky  
seem to meet. What am I?**



**For me, today comes before yesterday.  
What am I?**



**The earth has one.  
A cube has six.  
What is it?**



**I contain news.  
Fingers are stained from holding me.  
What am I?**



**The more keepers there are, the less  
safe I am. The less keepers there are,  
the safer I am. What am I?**



**I go around the wood but never go  
into it. What am I**



**In the studio I'm a presenter, in the  
water I prevent the ship from moving.  
What am I?**

**When I am white, I am dirty.  
When I am black, I am clean.  
What am I?**



**I fall every day without making noise  
and without hurting myself.  
What am I?**



**Whoever makes me can sell me.  
Whoever buys me cannot use me  
immediately. Whoever uses me is not  
aware of it. What am I?**



**I'm a dessert made with mascarpone  
and espresso. In Italian, my name  
literally means "pull me up." What am I?**



**I'm the title of a U2 song. I'm often  
associated with fear of heights.  
What am I?**

**My first gave its name to a popular brand of foam clogs. My second is the black swan in Swan Lake. My whole has cold blood.**



**I'm always in front of you but can't be seen. What am I?**



**My first is the sixth letter of the alphabet.  
My second is a unit of length.  
My whole is a songbird.**



**I'm connected to gravity, computers, and the most populous American city. What am I?**



**My first means "o speak, to talk."  
My second is the nickname for the Metropolitan Museum of Art. My third describes something light and delicate. My whole is a place to rest.**

# DRAWING STRAWS

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team. The teams are randomly formed according to the length of the drawn straw.

### INSTRUCTIONS

1. The teacher cuts the length of the straws in advance based on the number of teams desired and the number of participants in each team.
2. The teacher holds the straws so that they all appear to be the same length.
3. Each student draws a straw.
4. Students must find teammates with straws the same length as theirs.

### EXAMPLE

- The teacher wants to form four teams of five students.
- The teacher cuts five 5 cm straws, five 10 cm straws, five 7 cm straws, and keeps five full-length straws. Students with straws of the same length form a team.



# THE PILE OF SHOES

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team. The teams will be formed at random.

### INSTRUCTIONS

1. Each student places a shoe at the front of the classroom.
2. Blindfolded, the teacher forms the groups by picking out shoes.

### EXAMPLE

- The teacher wants to make seven teams of three students.
- They make seven small piles of three shoes.
- The teams are formed according to the shoes and their owner.



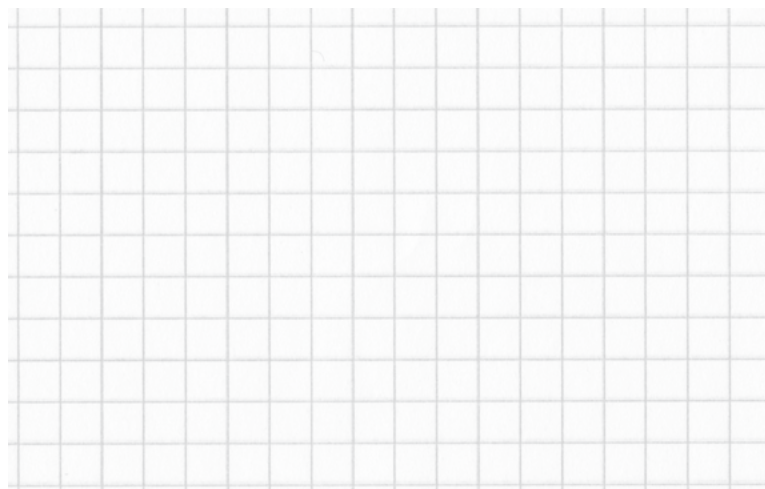
# THE VIRTUAL DRAW

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team. The teams will be formed by a virtual draw.

### INSTRUCTIONS

1. Every platform functions differently. Here are six online tools that do not require registration:
  - ClassroomScreen (French)
  - Flippity (English) <https://www.flippity.net/>
  - Group Creator (English) <http://www.maakgroepjes.xyz/en>
  - Keamk (French) <https://www.keamk.com/>
  - My2lbox (French) <http://my2lbox.com/fr/generateur-groupes-aleatoires>
  - Team Maker (English) <http://chir.ag/projects/team-maker>
  - Tirage au sort <https://sites.google.com/recitdp.qc.ca/enseignantseneps/des-outils/tirages-au-sort>



# ROCK, PAPER, SCISSORS

## TO CREATE TWO GROUPS

The two teams will be formed according to the winners and losers of the game.

### INSTRUCTIONS

1. The students stand in a dyad with the person sitting next to them for the duration of the game. On go, everyone plays "rock, paper, scissors."
2. All winners form one team, and the losers form another.



# DESIGNATED BY THE TEACHER

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team.

The teams will be formed at the discretion of the teacher.

This option may be useful when the teacher wants to pair stronger students with weaker ones, for example, or for any other pedagogical reasons.





# STUDENTS' CHOICE

## TO FORM TEAMS OF A NUMBER DETERMINED BY THE TEACHER

The teacher decides how many teams they want to have and how many students are on each team.

The teams will be formed by the students. Students join teams as they see fit.

This option may be useful for assessments or activities for which the teacher wants students to be as comfortable as possible and on familiar ground.



# INSPIRATIONS AND COLLABORATIONS

THE MATERIAL PRESENTED IN THIS DOCUMENT IS INSPIRED BY:

## VOCATIONAL TEACHERS

Olivier Bouton  
Julie Brouillette  
Francis Lapointe

Line Legault  
Marc-Antoine Rioux  
Nathalie Roy

## CONTENT CREATORS

Lydia Desrosiers  
Jolyanne Mongrain

## COPYEDITOR

Camille Carrier-Belleau  
Marie-Claire Légaré

## EDITOR

Martine St-Germain

## GRAPHIC DESIGN

WILD WILLI Design - Fabian Will

## ILLUSTRATOR

Cassandre St-Louis



**Observatoire**  
de la **formation**  
**professionnelle**  
du **Québec**