

Handout 3 – Group Practice Roles and Observer Checklist

Groups of four rotate roles after each round.

A student may remain recorder or observer when speaking is not currently safe or accessible.

Roles organise the process; they do not give one student authority over another.

Role	Responsibility
Process facilitator	Reads the prompt; gives thinking time; names the contribution routes; invites participation without pressure; manages interruptions.
Contribution checker	Observes access, choice and acknowledgement; uses the checklist below; identifies one strength and one improvement.
Recorder	Captures ideas in the contributor's words where possible; checks accuracy; marks questions, links and decisions.
Participant	Uses a chosen route; listens and builds on ideas; may pass and return. All other roles may also contribute.

Low-stakes practice prompts

- What makes group work fair, useful and less stressful?
- Which classroom routine helps students learn from one another?
- How could school breaks be more welcoming while respecting people who prefer quiet time?
- What makes feedback helpful rather than embarrassing?
- Which small change would make project planning clearer for everyone?

Observer checklist

Check	What to observe	Notes/evidence
THINK	The prompt was clear and everyone received quiet preparation time.	
ROUTES	At least two contribution routes were offered and presented as equally valid.	
CHOICE	Pass, delay or supported contribution was accepted without ridicule or pressure.	

Check	What to observe	Notes/evidence
AIRTIME	Interruptions were stopped and one person did not dominate the available time.	
ACCURACY	At least one idea was rephrased or checked for accurate understanding.	
BUILDING	Contributions were linked, clarified, added to or respectfully challenged.	
RECORDING	Written/visual/digital contributions were read and used, not merely collected.	
FOLLOW-UP	The group explained decisions or next steps, including why an idea could not be used.	
SAFETY	No student was required to disclose personal information or justify an access need publicly.	

Feedback stems

- "Participation became easier when ..."
- "The group showed it had listened when ..."
- "One contribution mode was not equally valued because ..."
- "One interruption or power imbalance to address is ..."
- "For the next round, we will ..."