

Mixed Class Teaching: Differentiation and reciprocal learning through PBL

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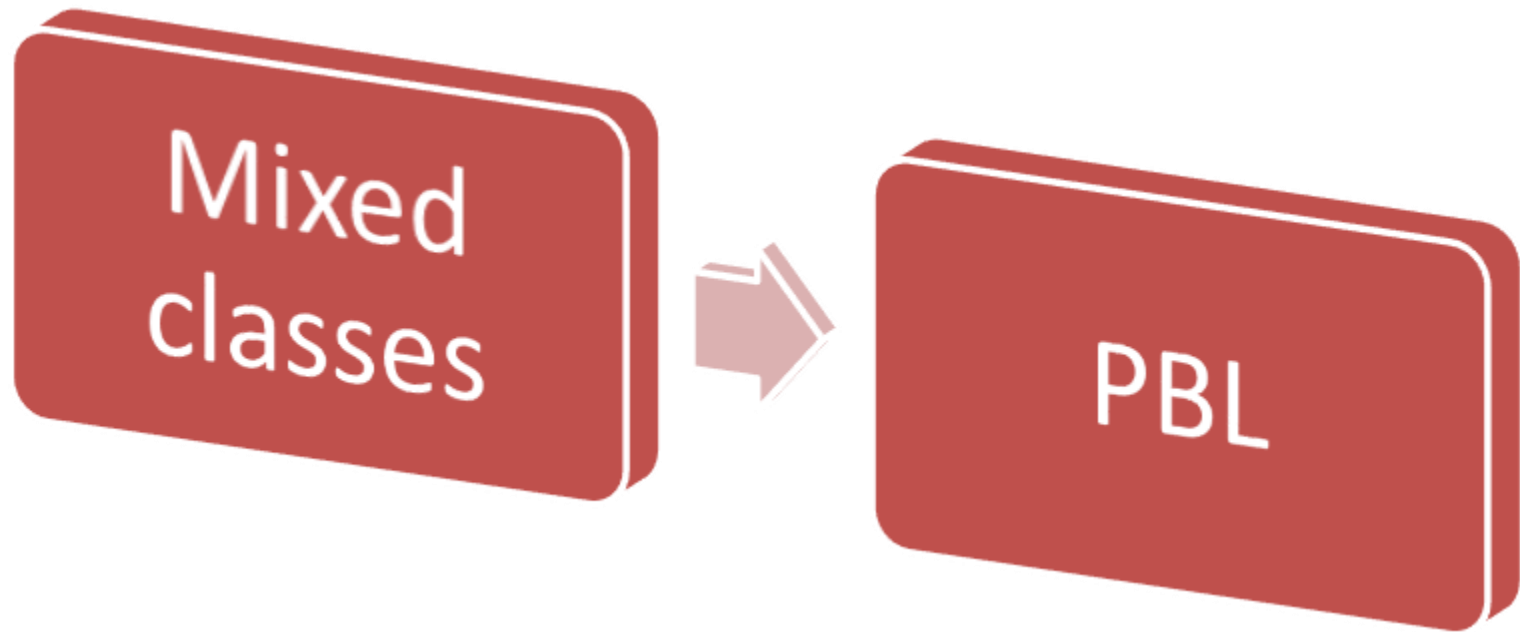
AATSP

American Association of Teachers
of Spanish & Portuguese • Est. 1917

Thank you

- Prof. Tin-Yu Tseng
- Organizing committee of this TBL/PBL Series
- You

This presentation





Mixed classes

What they are:

Classes with HL and L2 learners

Why they matter:

- All language departments with HL learners have them
- They are the most challenging classes to teach
- There is no fully developed methodology

**ALL LANGUAGE PROGRAMS WITH
HL LEARNERS HAVE MIXED CLASSES**

Two types of language programs with HL learners

- Single track (all mixed classes)
- Dual track – L2 track + HL track

Dual track programs: Eventually the two tracks meet



The main challenge of mixed classes: Diversity of learner profiles

L2 learners



HL learners



MIXED CLASSES ARE HYPER-DIVERSE LEARNING ENVIRONMENTS

The non-negotiables of mixed classes

Both student populations matter:

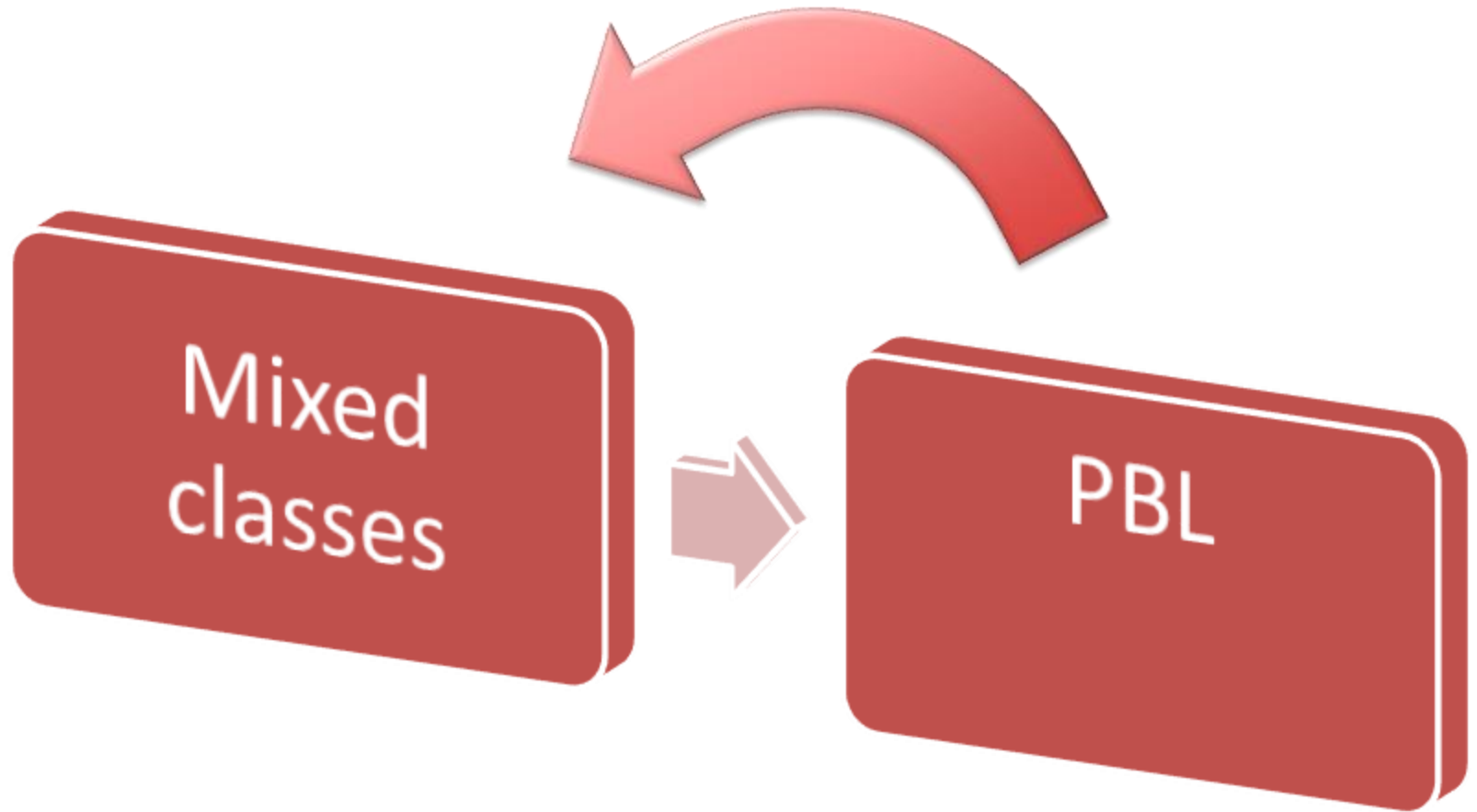
- Both learner-types **benefit** from instruction
- Both learner-types **contribute** to the learning process
- There is positive **student interdependence**

**PROJECT-BASED LEARNING (PBL) IS A
REALLY GOOD WAY TO MEET THESE
NON-NEGOTIABLES AND TO SUPPORT
LANGUAGE LEARNING FOR REAL-WORLD
LANGUAGE USE**

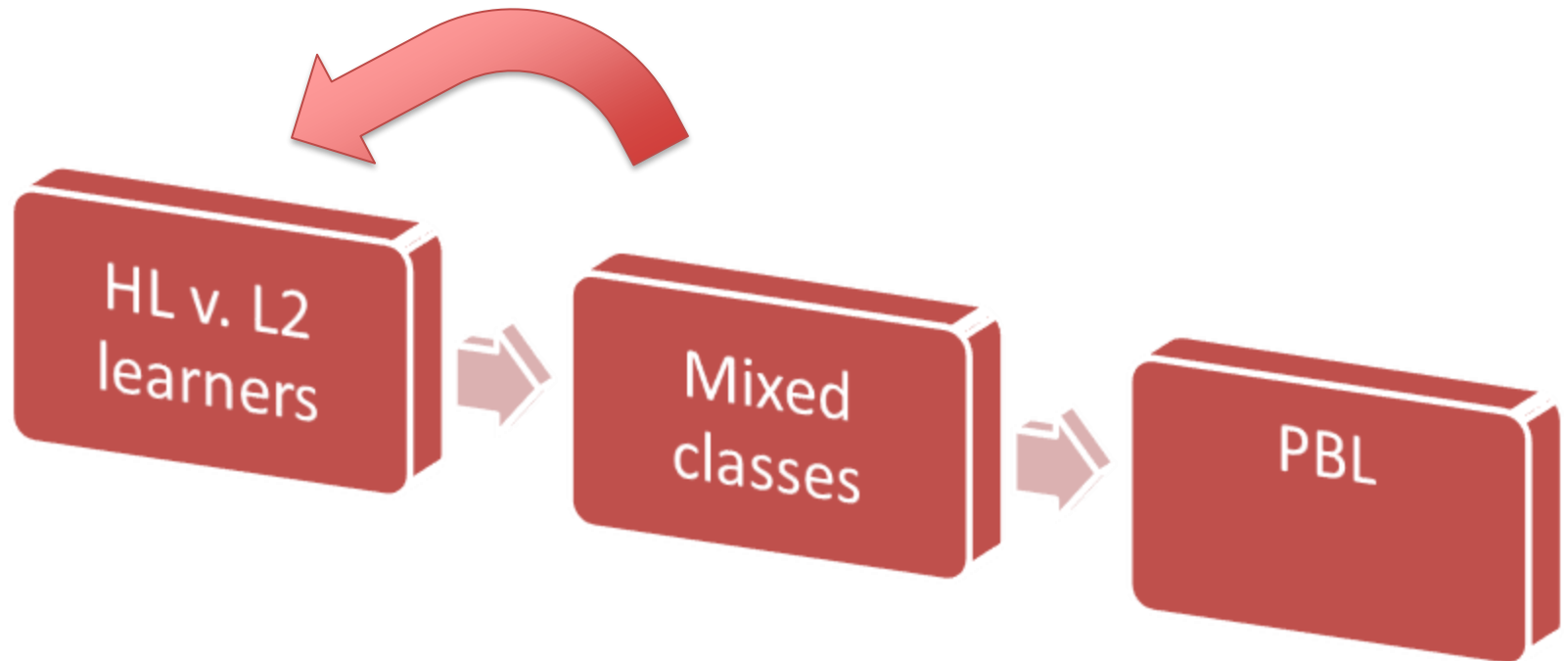
BEFORE PBL



Project-based
learning



FOUNDATIONS OF MIXED CLASSES



The main challenge of mixed classes: Diversity of learner profiles

L2 learners



HL learners



Brainstorming session

- **What are some general differences between HL and L2 learners?**
- Let's organize these a bit:
 - **Skills**: listening, speaking, reading, writing
 - **Modes of communication** (presentational, interpersonal, interpretive)
 - **Register**: academic, informal, dialectal, etc.
 - **Functional skills**: What learners can do with language (intuitive v. metalinguistic knowledge)
 - **ACTFL Proficiency Guidelines** (skills, modes, register, functional skills, cultural competency, communication strategies)

Learner strengths

L2 learners

- **Skills:** Reading, writing
- **Registers:** Academic, formal, standard
- **Functional skills:** Performance-based, metalinguistic knowledge, rehearsed language
- **Cultural competence:** “Big C”

HL learners

- **Skills:** Listening, speaking
- **Registers:** Everyday language, informal, dialectal
- **Functional skills:** Proficiency-based, every day functions, intuitive knowledge, spontaneous language
- **Cultural competence:** “Little C”

HL and L2 learners are mirror images of each other in many ways



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Two perspectives on this



Two studies of paired interactions between HL and L2 (Bowles 2011, 2012)

- HL and L2 learners were matched for proficiency;
- They worked together on an information gap activity;
- In the first study learners benefited more from the activity than HL learners;
- In the second study, both types of learners benefited equally from the activity.

First study: Only L2 learners benefitted



- Information gap activity with a picture of a

Sub-optimal task design
Fails to meet the non-negotiables



new knowledge. L2 learners benefitted from HL learners' expertise.

Second study

- Information gap activity with a picture of an

Correct task design:
Meets the non-negotiables

Oral task benefitted L2 learners. Written task benefitted HL learners. Learners collaborated to learn from each other.

Positive student interdependence

Student perspective

Creating activities that meet the non-negotiables of mixed classes

Beneficial practice for L2Ls	Beneficial practice for HLLs
Listening	Reading
Speaking	Writing
Presentational, oral	Presentational, written
Interpersonal: Spontaneous	Interpersonal: Rehearsed, edited
Implicit grammar and vocabulary learning	Explicit grammar and vocabulary learning
Informal, every day language	Formal, academic language
Little C cultural topics	Big C cultural topics

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Adapting cloze activities for mixed classes

My great-grandmother. I _____ liked to have known her, a wild, horse of a woman, so wild she _____ marry. Until my great-grandfather _____ a sack over her head and _____ her off. Just like that, as if she _____ a fancy chandelier. That's the way he did it. And the story goes she never forgave him. She _____ out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she _____ the best with what she got or was she sorry because she _____ be all the things she wanted to be.

Say it	Write it

Creating activities that meet the non-negotiables of mixed classes

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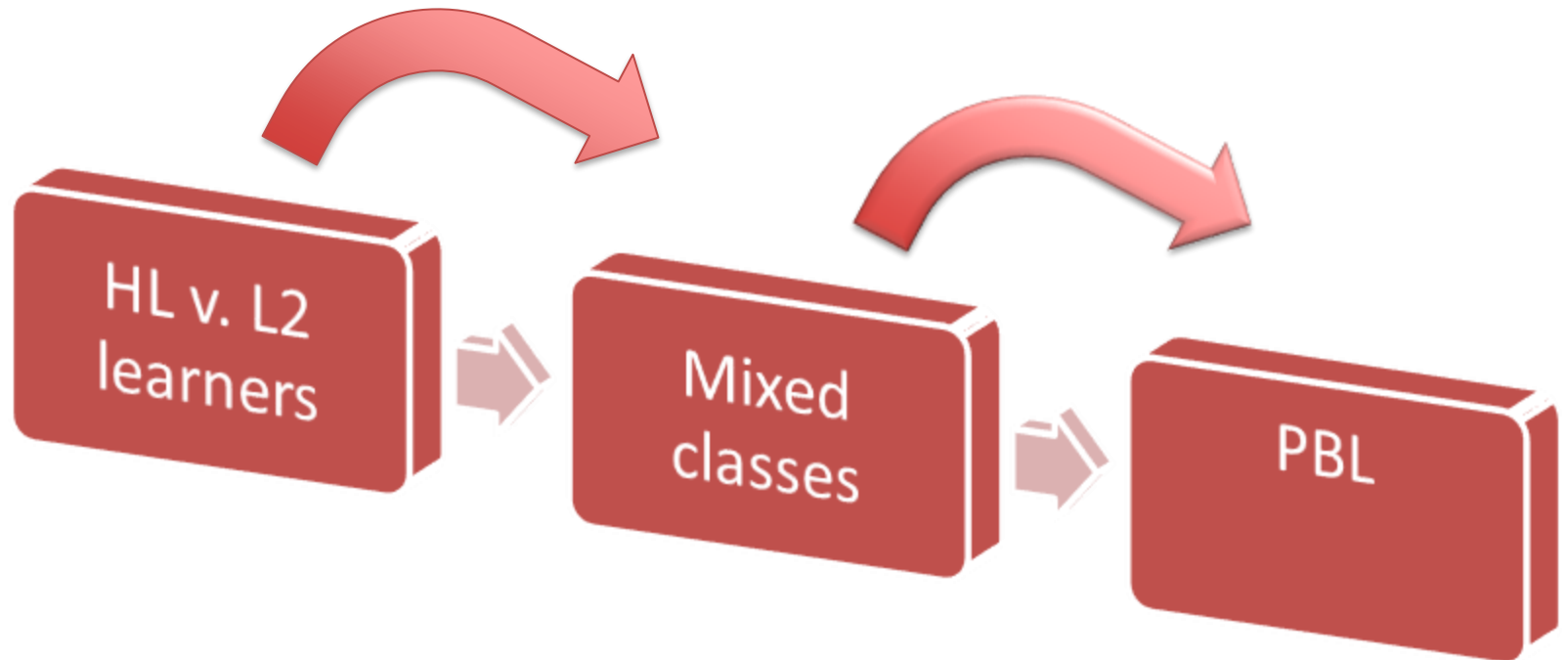
Recapping:

Take home lesson about mixed classes

Meet the non-negotiables by

- Taking advantage of complementary strengths of HL and L2 learners to create activities that draw on the strengths and develop the weaknesses of each learner-type
- Creating opportunities for collaborative learning
 - Holding both students accountable for contributing to the activity (assign the harder task to each type of learner);

NOW WE ARE READY FOR PBL



What is PBL?

- A **learner-centered** teaching approach in which **students work over a period of time** on a task which involves engaging with **complex issues**, solving problems, or meeting particular **real life challenges**. To communicate their learning, students develop a **product** (e.g. timelines, blogs, brochures, reports, public-service announcements, etc.)

Sample project

ACTFL SmartBrief



News for and about language educators

SIGN UP · SHARE

SPOTLIGHT ON LANGUAGES

Bilingual children's book explores people behind masks



(Yuri Cortez/AFP/Getty Images)

A Texas family has self-published a bilingual children's book about wearing masks and to address the worries of students. Dan Heiman and Martha Samaniego Calderon printed "Behind My Mask (Detras de mi Cubrebocas)," to help students -- including their two children who are featured in the book -- explore their emotions and identity amid the coronavirus pandemic. **Full Story:** [The Dallas Morning](#)

News (tiered subscription model) (7/1)



What is PBL?

- A **learner-centered** teaching approach in which **students work over a period of time** on a task which involves engaging with **complex issues**, solving problems, or meeting particular **real life challenges**. To communicate their learning, students develop a **product** (e.g. timelines, blogs, brochures, reports, public-service announcements, etc.)

**GOOD PROJECTS DO NOT HAPPEN
SPONTANEOUSLY**

There are challenges

- Designing and implementing projects
- Making PBL work in a “regular” (grammar-based) class
- Creating real-life projects for lower-levels of proficiency
- Assessment

The three steps of project design

- Step 1: Decide on a **theme** and the **problem**
- Step 2: Determine the final outcome (**product**)
- Step 3: Structure the project
 - Information gathering/collecting
 - Information processing
 - Information presenting/reporting

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The theme

This is the topic of your project (what the project is about).

e.g. The professions, careers

Brainstorming: Themes?

- The professions
- Family
- Health
- Traditions/celebrations
- Travel
- Food
- Events

Themes: Noun/noun phrase

- The professions
- Family
- Health
- Traditions/celebrations
- Travel
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- Events

Why start with the theme?

1. As a general strategy, starting with the broadest statement of the theme will make it easier to find a problem and a product.

For example, start with the theme of “family”, and identify a real-world problem in need of a solution.

2. Starting with a theme also helps you identify the vocabulary students will need to master to address the problem.

Back to the challenges...

- Designing and implementing projects
- Making PBL work in a “regular” or “traditional” class, with a textbook (vocabulary and grammar points to cover)
- Creating real-life projects for lower-levels of proficiency
- Assessment

Demonstration/Quick activity

- What are common themes in language textbooks?

Anticipating mixed classes...

Here are some themes that work well with HL and L2 learners and that are common in many textbooks.

Sports

Food

Popular music

Family life

Life and career goals

Experiences growing up

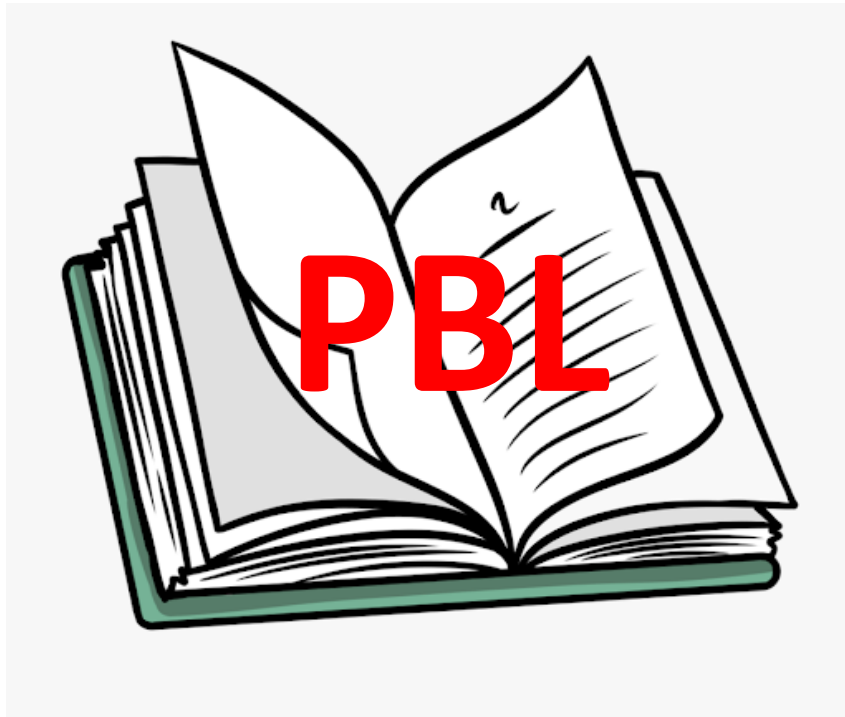
Hobbies

Travel

Strategy: Compare and contrast cultural practices, perspectives, and products of the US and the target culture



PBL



BACK TO...

- Designing and implementing projects
 - ✓ Making PBL work in a “regular” (grammar- and vocabulary-based) class
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The “problem” or “real-life issue”

This is the issue that is being addressed through the project. Problems can come from the real world, the school setting, or the home environment.

The opposite of a real-life issue

A non-authentic project would involve the kind of assignment students are typically given in school: compose an essay, create a poster or model, write and present a book report, or make a PowerPoint presentation on a topic they've researched. Beyond their teacher and maybe their classmates there's no public audience for students' work, no one actually uses what they create, and the work they do is not what people do in the real world.

John Larmer

[http://www.bie.org/blog/what does it take for a project to be authentic](http://www.bie.org/blog/what_does_it_take_for_a_project_to_be_authentic)

**BUT DOESN'T THIS MAKE PROJECT
WORK TOO HARD FOR BEGINNER
LEARNERS?**

Back to the challenges...

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- Creating real-life projects for lower-levels of proficiency
- Assessment

Real-life problems can be solved at very low levels of proficiency

Family, daily life

- Gifting
- Proposing a schedule of chores
- Proposing a weekend activity for the family
- Convincing parents to get a dog or other animal

School: Organizing an event

Food: Creating healthy/easy food from the heritage culture

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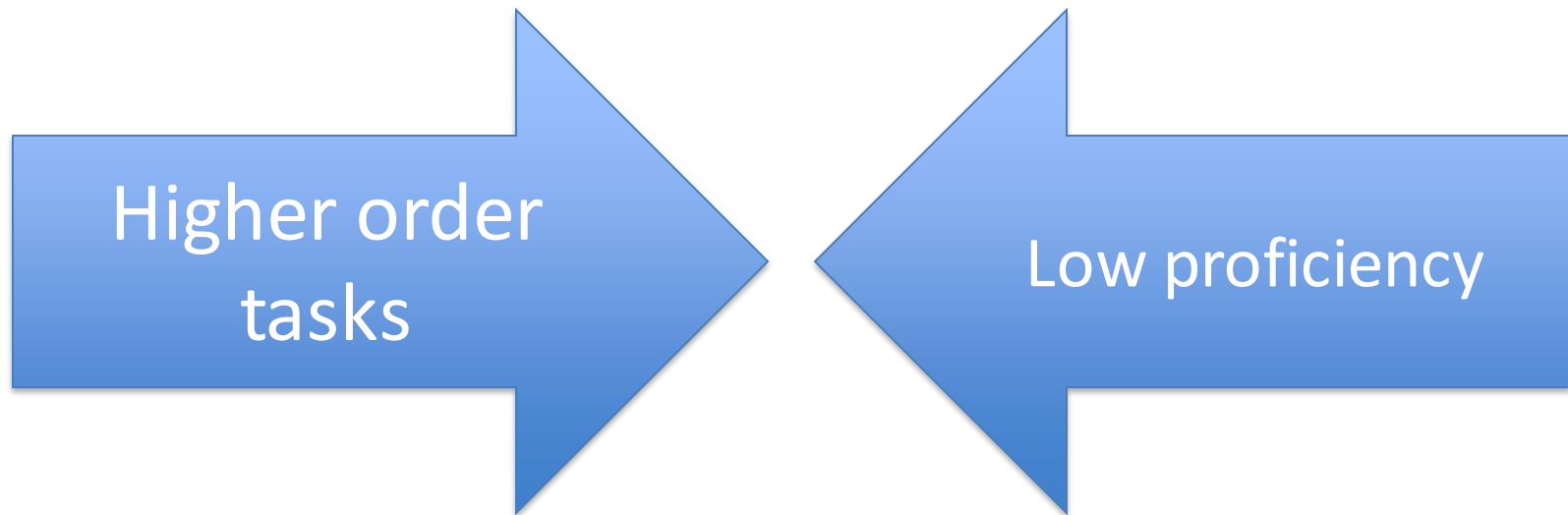
Proposing a schedule of chores

- **Novice:** Words and phrases, formulaic language, everyday topics, the self
- **Intermediate:** Loosely connected sentences, create with language, familiar topics related to everyday life
- **Advanced:** Connected discourse of paragraph length, can handle a complication, topics of community, national, or international interest
- **Superior:** Series of paragraphs, pages; concrete and abstract perspectives on a variety of topics

Creating healthy/easy recipes from the HC

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The common perception is wrong



Question in a job interview

List four adjectives that describe you. Pick two that are strengths and two that could be considered flaws.

How linguistically challenging is this question? How cognitively challenging is it?

What is my point?

We can engage students in complex and authentic activities with relatively simple language

Positive adjectives

Affable	Decisive	Gregarious	Non-judgemental	Sensible
Affectionate	Dependable	Hardworking	Observant	Sensitive
Agreeable	Determined	Helpful	Optimistic	Shy
Ambitious	Diligent	Hilarious	Organized	Silly
Amiable	Diplomatic	Honest	Passionate	Sincere
Amicable	Discreet	Humorous	Patient	Smart
Amusing	Dynamic	Imaginative	Persistent	Socialable
Artistic	Easy-going	Impartial	Pioneering	Straight-Forward

Proficiency levels in brief

- **Novice:** Words and phrases, formulaic language, everyday topics, the self
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WHAT ABOUT FLAWS?

Negative adjectives

- abrasive
- abusive
- acrimonious
- belligerent
- bigoted
- brusque

- cowardly
- deceitful
- egotistical
- jealous
- litigious
- obnoxious

- obtrusive
- opportunistic
- petty
- tyrannical
- unfaithful
- vainglorious

A STRATEGY FOR THE NEGATIVES

I WANT TO BE MORE...
I'M WORKING ON BEING MORE

Observant, mindful, organized, patient, outgoing,
proactive, thankful, efficient

I WANT TO BE LESS

Shy, opinionated, impatient, pessimistic, anxious, fearful

Proficiency levels in brief

- **Novice:** Words and phrases, formulaic language, everyday topics, the self
- **Intermediate:** Loosely connected sentences, create with language, familiar topics related to everyday life

Cognitive demands: VERY HIGH

- **Superior:** Series of paragraphs, pages; concrete and abstract perspectives on a variety of topics

BOTTOM LINE

**WE CAN ENGAGE STUDENTS IN
COGNITIVELY COMPLEX TASKS WITH VERY
LIMITED LANGUAGE**

ENGAGEMENT + AUTHENTICITY

The three steps of project design

- Step 1: Decide on a **theme** and the **problem**
- Step 2: Determine the final outcome (**product**)
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The product

- How students solve the real world problem
- How students communicate their learning

These are products

Affable	Decisive	Gregarious	Non-judgemental	Sensible
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Products

- Survey
- Menu
- Greeting cards
- Marketing campaigns
- School event
- **Poster**
- Pamphlet
- Interview
- Public service announcement

My next point:
Most products do not
have a fixed level of
proficiency

Nouns and adjectives

ACTFL NOVICE

quick response to crisis **COMMITMENT**
GREAT COMMUNICATION SKILLS APTITUDE FOR SCIENCE
LISTENING SKILLS ABILITY TO MAKE SNAP DECISIONS
emotional stability **curiosity**
critical thinker problem solver
DETAIL ORIENTED mindful knowledgeable
EMPATHETIC **DISCIPLINED** attention to detail/
COMPASSIONATE copes well in high stress environments
flexible **MOTIVATED** Excellent *caring* CALM UNDER
competence TEAM PLAYER interpersonal skills PRESSURE
ASSESSMENT SKILLS **COURAGE**
LIFE TIME LEARNER

I AM A NURSE

RELATED CAREERS
Critical Care Nurse - Clinical Nurse Specialist - Licensed Practical Nurse - Midwife
Registered Nurse - Nurse Anesthetist - Nursing Assistant - Nurse Practitioner
Clinical Nurse Specialist - Informatics Nurse Specialist

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Question formation, Commands

ACTFL Intermediate

ASK YOURSELF:
What are my interests?
Which subjects do I like?
Get to know your skills
How am I already building work skills through school & hobbies?

Who would I like to work with?
Do you want to teach, help, organise or investigate?
Where would I like to work?
Compare different careers
Which ones include the things you like?

EXPLORE:
make a shortlist
Hold on to this!
Find out about employers
Online
At school
At events

Get inspired by people
Check out interviews, talks and events
HOW TO FIND THE RIGHT CAREER FOR ME
What qualifications do I need?

Choose A-levels/IB or apply for training courses
STOP: Is there more than one way to get there?
Could I reach the same goal with an apprenticeship or a degree?
How can I keep my options open?
What courses and subjects will give me more choices for related careers?

GET PRACTICAL:
Get some work experience
One of the best ways to find out if I'll like a career and build up my CV!
Make a CV
Get MORE work experience!
Think about internships, part-time jobs and gap years

Build your soft skills
Remember I can use these in any job!
ALWAYS EVALUATE:
What do I like?
What is tough?
How can I build my skills and improve?
If something is not working, don't be afraid to make changes or go back to your shortlist!

www.su^uccessatschool.org

5 PASOS PARA ENSEÑAR ESPAÑOL A NIVEL SECUNDARIO (9-12)

(Específico para CSULB)

1. OBTENER UNA LICENCIATURA (BACHELOR) EN ESPAÑOL

- Obtener una licenciatura en español
- Presentar el examen CBEST (por sus siglas en inglés) antes de obtener la licenciatura
- Mantener contacto con el personal del programa LOTE para crear un plan de estudio
- Iniciar con el programa de Single Subject Credential Program antes de graduarse (opcional)

2. CUMPLIR CON LOS COREQUISITOS PARA SER ADMITIDO (A) EN EL PROGRAMA SSCP

- Pasar las clases (pre requisitos) para ser admitido (a) en el programa

3. CLASES PRINCIPALES DEL PROGRAMA

- Completar 4 clases: estas clases requieren trabajo en el campo de estudio
 - EDSE 435, EDSE 436, EDSE457, and EDSS 450F
- Consultar maestros de español para futuras referencias
- Obtener aprobación en el lenguaje. 2 maneras de obtener la aprobación:
 - Completar el programa SSCP
 - Pasar el CSET
- Aplicar para realizar las prácticas profesionales

4. PRÁCTICAS

- Completar un semestre de prácticas en una de las escuelas públicas en acuerdo con la Universidad
- Pasar 2 TPAs (por sus siglas en inglés)

5. EMPLEO

- El cumplimiento del programa (SSCP) junto con las 2 observaciones (TPAs) permiten la adquisición de la credencial la cual permite enseñar la materia a nivel secundario (9-12)

Para más información:

Cynthia Leathers: 562-595-2200 Cynthia.leathers@csulb.edu AS-317

O visite...

LOTE: <http://www.ced.csulb.edu/singlesubject/program/lot>



Order of operations

1. SELECT PRODUCTS THAT ADDRESS THE PROBLEM/REAL WORLD ISSUE
2. ADJUST PROFICIENCY-LEVEL

quick response to crisis **COMMITMENT**
GREAT COMMUNICATION SKILLS ABILITY TO MAKE SNAP DECISIONS

LISTENING SKILLS **curiosity**
emotional stability problem solver

DETAIL ORIENTED **mindful**
EMPATHETIC **DISCIPLINED**
flexible **COMPASSIONATE**
competence **MOTIVATED** **TEAM PLAYER**

ASSESSMENT SKILLS **courage**
LIFE TIME LEARNER

Health Science Therapeutic Services
knowledgeable **attention to detail**
copes well in high stress environments
Excellent interpersonal skills **caring** **CALM UNDER PRESSURE**

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Another strategy: Using other people's words

- Theme: Careers/professions
- Problem: Organizing a jobs fair at school
- Product: **Making or selecting** posters?

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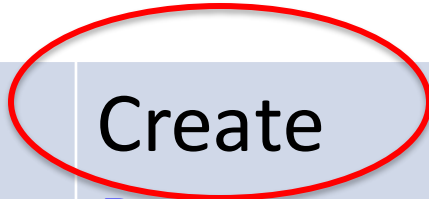
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Verbs



Collect	Create Presentational, writing, Intermediate mid
Organize	Compose
Find	Analyze
Display	Translate
Select	Propose
List	Evaluate
Classify	Present
Reduce	Expand



Verbs/tasks

Collect	Create
Organize	Compose
Find	Analyze
Select	Translate
Display	Propose
List	Evaluate
Classify	Present
Reduce	Expand



Verbs/tasks

Using other people's language, input oriented projects

Collect	Create
Organize	Compose
Find	Analyze
Select	Translate
Display	Propose
List	Evaluate
Classify	Present
Reduce	Expand

quick response to crisis **COMMITMENT**
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 Health Science
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DETAIL ORIENTED mindful knowledgeable
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COMPASSIONATE copes well in high stress environments
 flexible Excellent *caaring* CALM UNDER PRESSURE
 competence MOTIVATED interpersonal skills
 TEAM PLAYER **ASSESSMENT SKILLS** **COURAGE**
LIFE TIME LEARNER

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Theme: Professions
Product: Posters
Problem: Organizing a Job fair at school

ASK YOURSELF: What are my interests? 	Which subjects do I like? 	Get to know your skills How am I already building work skills through school & hobbies?
Who would I like to work with? Do you want to teach, help, organise or investigate? 	Where would I like to work? 	Compare different careers Which ones include the things you like?
EXPLORE: make a shortlist Hold on to this! 	HOW TO FIND THE RIGHT CAREER FOR ME	
Get inspired by people Check out interviews, talks and events 	Find out about employers Online At school At events 	What qualifications do I need?
Choose A-levels/IB or apply for training courses 	STOP: Is there more than one way to get there? Could I reach the same goal with an apprenticeship or a degree? 	How can I keep my options open? What courses and subjects will give me more choices for related careers?
GET PRACTICAL: Get some work experience One of the best ways to find out if I'll like a career and build up my CV 	Make a CV 	Get MORE work experience! Think about internships, part-time jobs and gap years
Build your soft skills Remember I can use these in any job! 	ALWAYS EVALUATE: What do I like? What is tough? How can I build my skills and improve? 	If something is not working, don't be afraid to make changes or go back to your shortlist!

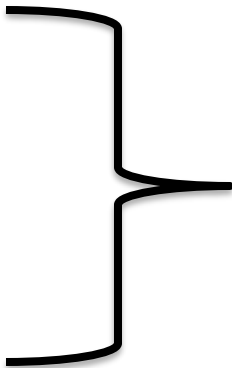
www.successatschool.org

Low-proficiency students → Collections

Theme: Celebrations/birthdays

Real world problem: **Gifts**

- A collection of recipes
- A collection of poems
- A curated list of musical genres...



Products

QUESTION:
**HOW DO CURATED COLLECTIONS
SUPPORT ACQUISITION?**

ANSWER:
**BY PROVIDING FOCUSED,
CONTEXTUALIZED, AND AUTHENTIC
INPUT**

Quick recap

Be strategic in your selection of the product

- Find products that address the problem
- Use adaptive strategies
 - The same product, but at different proficiency levels
 - The same product but creating v. selecting

PRODUCTS FOR MIXED CLASSES

RECALL:

Quick guide to creating activities for mixed classes

Beneficial practice for L2Ls	Beneficial practice for HLLs
Listening	Reading
Speaking	Writing
Presentational, oral	Presentational, written
Interpersonal: Spontaneous	Interpersonal: Rehearsed, edited
Implicit grammar and vocabulary learning	Explicit grammar and vocabulary learning
Informal, every day language	Formal, academic language
Little C cultural topics	Big C cultural topics

Select products for BOTH populations of learners

PRESENTATIONAL: Writing



A career fair at school



RECALL:

Quick guide to creating activities for mixed classes

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Select products for BOTH populations of learners

PRESENTATIONAL: Writing

Speaking, spontaneously

HL learners

L2 learners?

Authenticity (real products for a job fair)
+
the non-negotiables of mixed classes

This brings us to structuring the project

- Step 1: Decide on a **theme** and the **problem**
- Step 2: Determine the final outcome (**product**)
- **Step 3: Structure the project**
 - Information gathering - INPUT
 - Information processing – FORM + MEANING
 - Information presenting - OUTPUT

Theme:

Careers

Problem:

***Preparing for the Spanish-
language job market***

Products:

CV (resume)

Cover letter

Video CV

Mock Interview



How these steps support language learning

- Information gathering (**input**)
- Information processing (**negotiating meaning**)
- Information reporting (**output**)

Information gathering/collecting authentic materials to create CV, cover letter, video CV, job interview

- Advice on how to prepare a CV, a cover letter, video CV, and interview
- Authentic models of all these products
- ❖ Job announcements articles and articles in Spanish
- ❖ Webpage of course descriptions for different university departments

WHY ALL THIS?

**STUDENTS WILL NEED TO SEE MODELS TO
LEARN VOCABULARY, PRACTICE WITH GENRE-
SPECIFIC LANGUAGE FEATURES, LEARN
ORGANIZATIONAL CONVENTIONS, ETC.**

WHO GATHERS ALL OF THIS INFORMATION?



Structuring the project

- Information gathering (input)
- **Information processing** (negotiating meaning)
- Information reporting (output)

The CV and cover letter

Information processing

Allocate a lot of class time to working with the input:

- Noticing vocabulary, grammatical constructions
- Comparing different models of the same product
- Analyzing forms and functions
- Studying the conventions of each genre
- **Creating a rubric**

WHO DOES ALL OF THIS?



Structuring the project

- Information gathering (**input**)
- Information processing (**negotiating meaning**)
- **Information reporting (output)**

The big ideas behind the information-presenting step

- Break up information presenting into sub-pieces;
- Work in class on a given sub-piece at a time;
- Assign a grade to each sub-piece (low stakes assessment);
- Give feedback on each sub-piece that will help students improve on their work;
- Evaluate the final product using the “real-world standard”

Exit cards to support the creation of products

Prompts for CV:

- Look at the sample CVs in the center and make a list of 10 section labels and 30 common verbs that go under those labels (group exit card);
- Write section labels for your own CV (individual exit card);
- Write content under each section (individual)
- Turn in first draft of your CV (individual exit card);

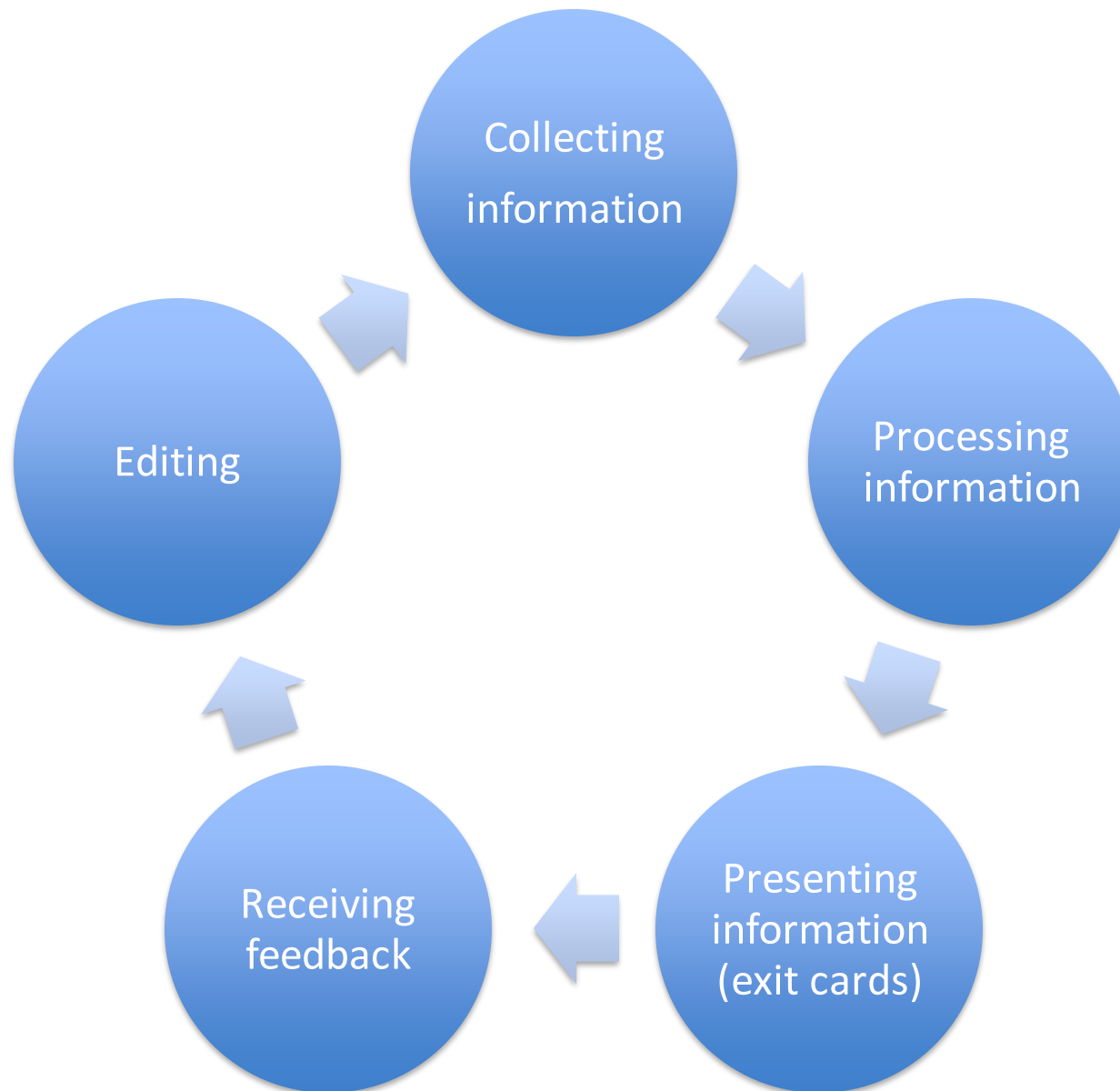
For the cover letter:

“Every great man is a sentence” what is yours?

Exit cards to support teaching

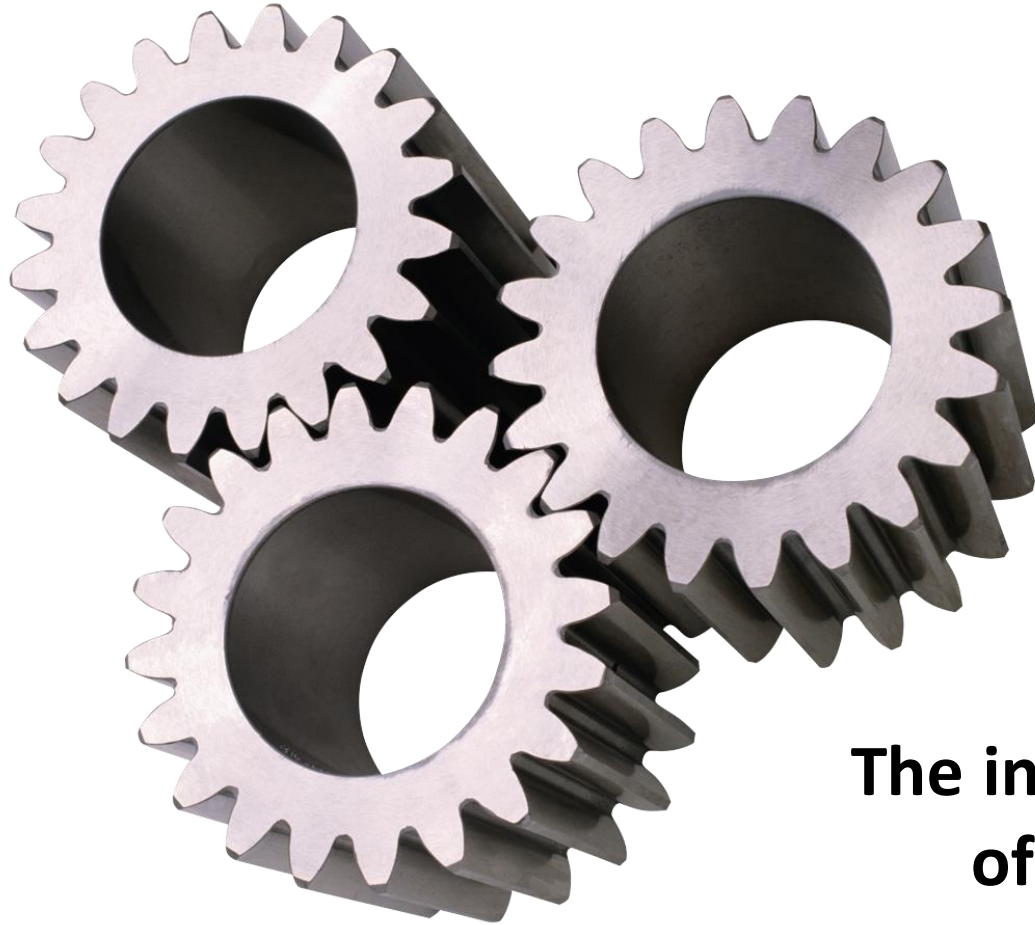
- I look over exit cards and underline problems and return them to students the next time we meet;
- Students form groups and I give mini-lessons to on particular points of grammar, as needed;
- The final product emerges from the sum of the work done in class and turned in through exit cards.

Continuous cycle



Back to the challenges...

- Designing and implementing projects
- Making PBL work in a “regular” (grammar-based) class (e.g. with family -> adjectives)
- Creating real-life projects for lower-levels of proficiency
- **Assessment –**
 - Every step is assessed using exit cards (**low stakes assessment**)
 - Students receive feedback at every step and edit their work in small increments, individually, in groups, and collectively, in class.
 - **Final product is evaluated by real world standards (high stakes assessment)**



**The interconnectedness
of project work,
instruction, and
assessment** ¹⁰³

RECAPPING

PBL summary

- ✓ **The theme**
- ✓ **The driving question**
- ✓ **The product**
- ✓ **The stages of working with information**
 - **Gathering or collecting**
 - **Processing**
 - **Reporting or Presenting**

Select these for real-world relevance and engagement, coordinate with your textbook/syllabus

Select products that can solve the driving question and adjust for level. In mixed class have two products.

Structure this process so that students collect, study, and copy authentic models of the products. Provide the necessary practice and feedback for students to create a high-quality project.

Recapping: Mixed classes

Both student populations matter:

- Both learner-types **benefit** from instruction
- Both learner-types **contribute** to the learning process
- There is **positive student interdependence**

To meet these non-negotiables...

- Take advantage of the complementary strengths of HL and L2 learners to create activities that draw on the strengths and address the weaknesses of each learner-type
- Create opportunities for collaborative learning
 - Hold both students accountable for contributing to the activity (assign the harder task to each type of learner)

Quick guide to creating tasks (projects) for mixed classes

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Little C cultural topics	Big C cultural topics

Have fun!



**WRITE TO ME AT:
MARIA.CARREIRA@CSULB.EDU**

STOP HERE

Mock interview

Gradual Release of Responsibility

Demonstration

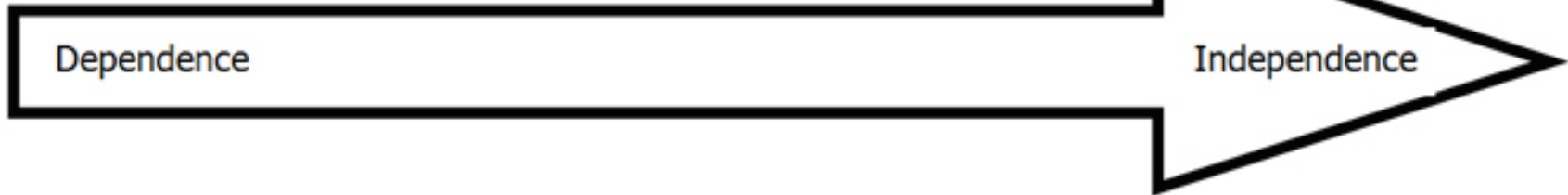
Shared Practice

Guided Practice

Independent Practice



Purposeful errors



- Teacher models
- Explains
 - Demonstrates
 - Thinks aloud

Teacher explicitly teaches and teacher and student practise together

Students practise the strategy with coaching from the teacher

Students apply practice on their own and receive feedback

Students transfer learning to a new situation

I do, you watch

I do, you help

You do, I help

You do, I watch

Watching an interview

Picking out key language

Coming up with answers
Rehearsing interview

Final interview

Gradual release of responsibility

(Pearson and Gallagher, 1983)

- I do, you watch
- I do, you help
- You do (together), I help
- You do, I watch