



# Pestalozzi

## Training Resources

Education for Democratic Citizenship (EDC)  
Cooperative learning for developing social skills in a  
democratic classroom

by

**Author:** Carmen Becker - Germany

**Editor:** Miguel Ángel García López



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Education for Democratic Citizenship (EDC) Cooperative learning for developing social skills in a democratic classroom

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## Theme: Modelling a democratic environment through cooperative learning

### Expected outcome

- To provide participants with a powerful teaching tool for group work
- To enhance active participation in class
- To promote EDC & HRE principles in the classroom

### Target group

Type of training	School level	Subject area
In-service training	Upper secondary	All

### Brief description of the unit

The following training unit relates to cluster B, *Planning, Classroom Management, Teaching and Assessment*, competence No. 5, *The planning of approaches to incorporate EDC/HRE knowledge [...] in which active learning and student engagement play a major part*, of the CoE publication, 'How all teachers can support citizenship and human rights education'<sup>1</sup>.

Co-operative learning (CL) is a fitting tool when it comes to EDC and HRE education as it provides ample opportunity for pupils to learn and practice key competences that are pivotal for democratic citizenship. It makes pupils participate actively in the classroom and take responsibility not only for themselves but for the community (i.e. their group members), it trains their communication skills, i.e. the ability to voice their position, listen carefully to what others have to say and the ability to disagree in an agreeable way. It challenges their flexibility by 'forcing' them to work with constantly changing group members and draws on their rich resources. Moreover, it gives us teachers the chance to train their problem solving capacities by devising challenging tasks that make them use their creativity rather than just filling their brains with factual knowledge.

<sup>1</sup> Brett P., Mompoin-Gaillard P., Salema M.H., *How all teachers can support citizenship and human rights education: a framework for the development of competences*, Council of Europe Publishing, Strasbourg, 2009.

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This unit has three main goals, the first of which will be to introduce our colleagues to the CL-methodology and familiarize them with it through active participation”.

This will be done in a ‘hands-on’ way, meaning, most activities will be done in the typical CL set up, i.e. group finding activities, contact activities, role assignments etc..

Secondly, to show how CL can be used to explicitly teach social skills that underlie democratic behaviour, such as communicating effectively, listening actively and solving problems constructively etc.

Thirdly, to raise awareness that using CL in the classroom implicitly helps young people to develop into responsible democratic citizens. Interpersonal skills are necessary to successfully cooperate in the learning team. Employing this methodology trains these skills in participants / pupils and as a consequence democratic processes can be strengthened.

### Methods/techniques used

- Cooperative learning
- Group discussion,
- Group activity
- Role-play
- Guided meditation
- Physical exercise
- Analyzing and problem solving
- Reflection.

**Time** 6 hours 25 minutes

4 x 60 min for the activities  
 2 x 20 min for coffee breaks  
 60 min for a lunch break  
 15 min for evaluation

Icebreaker & Introduction	▶ 30 minutes
Activity 1 “Think-Pair-Share”	▶ 60 minutes
Coffee Break	▶ 20 minutes
Activity 2 “Learning Environments & their effects on the learner”	▶ 60 minutes
Lunch Break	▶ 60 minutes
Activity 3 “Reflecting on skills necessary for successful group work”	▶ 60 minutes
Coffee Break	▶ 20 minutes
Activity 6 “How to listen actively”	▶ 60 minutes
Evaluation	▶ 15 minutes

**Tips for trainers:**

- *“Cooperative learning may be broadly defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a shared or common goal. In classrooms where collaboration is practiced, students pursue learning in groups of varying size: negotiating, initiating, planning and evaluating together. Rather than working as individuals in competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. Cooperative learning requires that students work together to achieve goals which they could not achieve individually.”<sup>2</sup>*

<sup>2</sup> <http://www.pgcps.pg.k12.md.us/~elc/learning1.html>

- Cooperative learning set ups follow a certain structure. At the beginning there is a group finding activity that also serves as a clear cut to the preceding activity. This is followed by a contact activity in which the participants exchange personal information and the main goal of which is to establish the new group and make them willing and ready to pursue a common goal. The common goal is described in the task that the groups will have to reach after a limited time. To make sure every member of the group participates equally the task is split and everyone has to complete their part in order for the group to reach its goal. (Positive interdependence) Time pressure is applied to keep the “dawdle – factor” low. Groups are mixed randomly; everybody has to be able to cooperate with anyone in the learning group. This trains pupils’ flexibility and works towards group cohesion. Roles are shifted often so as to ensure that participants experience different areas of responsibility and broaden their skills. At the end of each group working phase the results are collected in plenary, written down and displayed in class. This is then followed by a debriefing of the activity where the whole group reflects on its (activity) usefulness with a view to social learning and the strengthening of democratic processes.
  
- This training unit consists of 4 activities of 60 min and is meant to be done in a one-day workshop. Most activities are planned for groups of 4, but can easily be adapted to groups of 3 as well (just drop one role), so an ideal number of participants would be 24 or 36 as these would allow dividing them into equal groups of 3 or 4. There will be 2 coffee breaks (15 - 30 min) and a lunch break (60 min). Times can be adapted to the needs of the participants.

## Resources

Materials: cut-up postcards or pictures, comics, set of game or numbered cards, plain paper, pens, posters, flip charts and markers
Appendix 1: Title, Date and Place
Appendix 2: Three questions this training unit will answer
Appendix 3: Plan for the day
Appendix 4: Numbers & Roles for ‘Square wheels’
Appendix 5: Contact activity: ‘Guess a quality’

Appendix 6: Square- wheels picture
Appendix 7: Task description 'Square wheels'
Appendix 8: Debriefing 'Square wheels'
Appendix 9: Group finder 'Structures of lessons'
Appendix 10: Numbers & Roles & Contact "Two truths" for 'Structure of lesson'
Appendix 11: Task description: 'Lesson structure'
Appendix 12: Debriefing 'Lesson structure'
Appendix 13: Group Management / CL tools
Appendix 14: Numbers & Roles & Contact „Favourite place” for 'Our village'
Appendix 15: Task description: 'Our village'
Appendix 16: Reflecting participants' behaviour
Appendix 17: Task description: 'Social skills'
Appendix 18: Debriefing 'Our village'
Appendix 19: Numbers & Roles & Contact "Positive virus" for 'Active listening'
Appendix 20: Task description 1: 'Active listening'
Appendix 21: Task description 2: 'Active listening'
Appendix 22: Debriefing 'Active listening'
Appendix 23: References
Appendix 24: Group finder: Hägar the Horrible 'Establishing group spirit'
Appendix 25: Group finder: Hägar the Horrible 'How to listen'
Appendix 26: Group finder: Hägar the Horrible 'First think - then talk'

Note: All these Appendixes are compiled in the following “user friendly” presentation.

## Icebreaker &amp; Introduction



30 minutes

	Notes
<ul style="list-style-type: none"> <li>▶ <b>General aim</b> <ul style="list-style-type: none"> <li>➢ Getting to know each other</li> </ul> </li> <li>▶ <b>Specific aims</b> <ul style="list-style-type: none"> <li>➢ To get to know names of participants</li> <li>➢ To warm participants towards the group</li> <li>➢ To form a group / establish a team spirit</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Methods /techniques used:</b> <ul style="list-style-type: none"> <li>➢ Group work, pair work</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Resources</b> <ul style="list-style-type: none"> <li>➢ 30 walnuts (or any other item that can be passed round)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Practical arrangements:</b> <ul style="list-style-type: none"> <li>➢ Make space for the group to form a circle</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>▶ <b>Instructions/procedure:</b> <ul style="list-style-type: none"> <li>➢ Pair the members up and give them each 3 minutes to interview their partner. Each should be with a partner they don't know yet. They have to find something their partners have done or experienced that they believe no one else in the group has. After the time is up pairs introduce each other to the group with their "special experience".</li> <li>➢ This exercise is intended to help participants learn the names quickly. Let them stand in a circle. A first one starts by giving his name and adding a positive adjective that makes it easy to remember their name. The group has to repeat the name and adjective (e.g. magnificent Mike, lucid Lucy etc.) Take turns. After the round test how many names have been learned by participants.</li> </ul> </li> </ul>	



<ul style="list-style-type: none"> <li>➤ The following exercise helps participants to get into contact with the others and warm to the group. Make the circle a bit larger so as to create a gap between two participants. The one left to the gap has to choose a new neighbour by saying: My right, right place is free. I wish &lt;name&gt; came to me. The person called has to take the place. The one that has the empty space on her right is the next to wish for a new neighbour.</li>   <li>➤ Pass the walnut round: stand with the group in a circle again. Each member holds a walnut in their right hand, with hands extended parallel in front of their body. The walnut is moved to the left hand and dropped into the left hand. The left hand moves then towards your neighbour on the right. The right hand moves towards the neighbour on the left and is extended to receive a new nut. Your left hand drops the walnut into the extended hand of the other neighbour. The trainer's walnut is marked. The challenge for the group is it to pass this marked walnut round the circle once, without getting stuck. If they get stuck or make mistakes, start again!</li> </ul>	
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**Activity 1** What is CL and what are its advantages compared to other forms of group work?



60 minutes

<ul style="list-style-type: none"> <li>▶ <b>General aim</b> <ul style="list-style-type: none"> <li>➤ Familiarize teachers with CL methodology through practical application</li> </ul> </li>   <li>▶ <b>Specific aims</b> <ul style="list-style-type: none"> <li>➤ To engage participants in CL-activities so as to make them experience the benefits of this methodology</li>   <li>➤ To have them reflect on their present teaching practice concerning group work and compare that to CL activities</li> </ul> </li> </ul>	<p style="text-align: center; color: purple;"><b>Notes</b></p>
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<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Dialogical / reflective approach / plenary discussion / cooperative learning</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ 5 - 6 postcards/pictures/ Hagar comic (Appendix 24 / 26) cut into 3 or 4 pieces each, pens and plain sheets of paper</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Arrange tables so that 5 – 6 groups of 3 or 4 can work simultaneously</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Let participants choose where they want to sit at first</li> <li>➤ Hand each table 3 or 4 pieces of the clippings and ask them to find their new partners</li> <li>➤ Ask the new groups to sit around a table facing each other</li> <li>➤ Give the participants numbers (the one sitting closest to trainer is N°1, then count clockwise), assign them their roles (explain if necessary; s. Appendix 4)</li> <li>➤ Explain contact activity “Guess a quality”(Appendix 5)</li> <li>➤ Explain the “Think-Pair-Share” task (s. Appendix 7): each of them ought to look at the ‘Square-wheel’ picture<sup>3</sup> (Appendix 6) and consider the following statement: <u>“What does the picture tell us about group work in school?”</u> Have them note down their ideas individually and share with a partner. Then share with another pair. Each participant ought to explain their first partner’s point of view.</li> <li>➤ Have participants write their group’s result on cards and pin on the flipchart</li> <li>➤ Go through the results, categorize and clear out any double answers. Display them in class. (Leave the results for a moment and get back to them as you explain typical CL set-up after debriefing of second activity.)</li> </ul>	

<sup>3</sup> [www.squarewheels.com](http://www.squarewheels.com)

<p>► <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➤ This training unit follows the hands-on approach that is learning by doing, without too much theoretical input in the beginning. However, some learners need “to see” where they are going or what they can expect. So to avoid frustration, start with a broad outline of the day and then ask the participants to “just embark on the “CL- adventure” open-mindedly and see what happens and tell them that the discussion about the “what &amp; why” will come after every activity.</li> <li>➤ Have the participants reflected on the process they just went through. How did they deal with being challenged on their flexibility to work with partners they didn’t choose in the first place? What about the time pressure? Were they satisfied with their results? How is CL different from the group work they have used in their lessons?</li> </ul>	
<p>► <b>Debriefing/reflecting</b> (s. Appendix 8)</p>	

## Activity 2 Three different learning set ups and their effects on the learner



60 minutes

	Notes
<p>► <b>General aim</b></p> <ul style="list-style-type: none"> <li>➤ To make participants experience different learning set ups so as to make them feel the difference.</li> </ul> <p>► <b>Specific aims</b></p> <ul style="list-style-type: none"> <li>➤ To further familiarize the participants with the typical sequencing of a CL activity.</li> <li>➤ To help them understand why each of these steps are useful and necessary.</li> <li>➤ To make them realize how CL can be used to overcome the shortcomings of other forms of group work.</li> </ul>	

<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ competitive learning, individual learning, cooperative learning, group discussion</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ plain paper and pens for participants, flip chart &amp; markers</li> </ul>	
<p>▶ <b>Practical arrangements:</b> Arrange tables so that 5 – 6 groups of 3 or 4 can work simultaneously</p>	
<p>▶ <b>Instructions/procedure</b></p> <ul style="list-style-type: none"> <li>➤ <b>Group finding</b> (s. Appendix 9): Ask the participants to be silent for the next exercise. Tell them to line up randomly. Once they're done, explain that their task will now be to line up according to their birthdays. They may communicate only with gestures not with sound and may never leave the line completely, i.e. at least one foot has to have contact with the line. Make it clear that any breach of rule will prevent the group from succeeding = <u>if one person fails the whole group fails!</u></li> <li>➤ And so they will have to start from the beginning again!</li> <li>➤ Once they're done every foursome is a new group</li> <li>➤ Hand each participant their number, assign their role and give the next contact activity "Two truths one lie". (s. Appendix 10)</li> <li>➤ Orally give the groups 3 tasks (one after the other) each of which represents a typical learning environment. (s. Appendix 11)</li> <li>➤ After every task ask the groups how they very feeling during the exercise and collect the results on the flip chart</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➤ To make sure participants line up silently let them practice being silent while they are still sitting around their tables (groups from activity 1) before they do the line-up.</li> </ul>	

► **Debriefing/reflecting**

- Have the participants reflected on the group finding activity: how did it establish positive interdependence? How is this realized in principle in CL activities? Where does positive interdependence play a role in community life / school life / society?
- Let them reflect on how CL set ups can overcome the shortcomings of traditional forms of group work. (cf. flipchart content activity 1 and Appendix 13)

**Activity 3 “Reflecting on skills necessary for successful group work”**



60 minutes

**Notes**

► **General aim**

- To focus on the competences that participants need to contribute constructively in group work.

► **Specific aims**

- To show that it's not enough to be a group of highly motivated individuals to produce satisfying results.
- To show that it's not enough to live in a democracy to produce democratic behaviour.
- To derive the competences / awareness necessary for successful group work.
- To derive the competences / awareness necessary for good democratic behaviour.
- To show that these competences are social skills underlying democratic behaviour, that can be taught.
- To show that the structure of a CL activity helps model a democratic environment

<p>▶ <b>Methods/techniques used:</b> cooperative learning, whole group activity, whole group discussion</p>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ Small cards with numbers 1 – 4, alternatively Hägar comic (Appendixes 24 / 26)), large poster, markers for every participant</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ Arrange tables so that 5 – 6 groups of 3 or 4 can work simultaneously</li> <li>➢ Make space in the room for the poster so that participants can sit / kneel around and draw on it.</li> </ul>	
<p>▶ <b>Instructions / procedure</b></p> <ul style="list-style-type: none"> <li>➢ Deal out cards and let the new groups form. Give each participant their number, assign their role and give them the next contact activity 'Favourite place'. (Appendix 14)</li> <li>➢ Tell the whole group that they may draw together “Their village” on the poster (s. Appendix15).</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➢ Do not interfere in the process unless it is absolutely necessary, e.g. people are being bullied). Observe the behaviour of individual group members. Which are the ones in the front row? Where does interaction take place? Are there any participants left out? How do they agree on different points of view?</li> <li>➢ In plenary ask the group if they all feel that their ideas are represented in their drawing and if they are all happy with the result of the “group work”. Ask them what difficulties they faced and how they dealt with them (s. Appendix 16).</li> <li>➢ Divide the whole group in 2.</li> <li>➢ In teams of 3 or 4 let one half reflect on what kind of group behaviour would have led to a better result, i.e. one where everyone would have felt represented. Ideally they should come up with “active participation, debating (communicating &amp; listening), cohesion etc.</li> <li>➢ In teams of 3 or 4 let the second half reflect on what this exercise has to do with democratic behaviour and what behaviour would have been ‘more’ democratic. (s. Appendix 17)</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Have the groups of 3 or 4 get together in 2 big corresponding groups and share their results.</li> <li>➤ Let the teams present their results on posters in plenary.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Let participants reflect on how we can model a democratic environment with Cooperative Learning. What social skills are trained in pupils in Cooperative Learning classrooms.(s. Appendix 18)</li> </ul>	

#### Activity 4 “How to listen actively”



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To reflect on the importance of active listening as a means to show interest in your interacting partners and appreciation for their contribution.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To show the effects ‘not listening’ has on interacting partners.</li> <li>➤ To derive good practice rules for active listening.</li> <li>➤ To practice active listening.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> story telling</p>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ transparency for numbers, roles and contact activity “Positive virus” (Appendix 19), flip chart and markers</li> </ul>	

► **Practical arrangements:** Arrange tables so that 5 – 6 groups of 3 or 4 can work simultaneously

► **Instructions/procedure:**

- Participants should get together with partners they so far have not yet worked with. Let them find their new groups, assign numbers and roles then give contact activity “Positive virus” (Appendix 19).
- Ask the storytellers to follow you outside the room. Once outside ask them to think about a story that they are going to tell their group. Have them decide on a common topic, e.g. a funny holiday experience. Tell them to wait outside until you ask them to come in.
- While the storytellers are still outside, tell the rest of the group that they are going to hear a story and that they are supposed to NOT listen to it. However, they should only give subtle signs so as not to be too obvious in their behaviour.
- After the exercise ask the storytellers how they were feeling while doing the task. Then ask the rest about their experience.
- Have the groups reflect on the following questions and collect their ideas in a y-chart:
- 1. What do I feel when someone is listening actively?
- 2. What do see when someone is listening actively?
- 3. What do I hear when someone is listening actively? (s. Appendix 20)
- In plenary collect the results on a flip chart.
- Let participants work in pairs (s. Appendix 21), each talk about their favourite pastime while the other practices active listening. Let them share their experience after the exercise.

► **Tips to trainers/anticipated difficulties:**

- Some storytellers might guess the purpose of this exercise quicker than others, be sure to indicate to them to be quiet and wait for the others to finish.
- This is an excellent exercise to make participants realize what effect ‘not-listening’ has on each of the interacting partners. As the story teller is giving away private information the effect of this exercise is further enhanced. By not being listened to they feel rejected personally. The same is true for the listeners. It is not only the storyteller who suffers from rude behaviour but also the people who are not listening, as they are feeling increasingly uncomfortable with their own behaviour.



► **Debriefing/reflecting:** (s. Appendix 22)

- Ask the participants which kind of lesson is most likely to teach the pupils not to listen. (didactic teaching)
- Also ask them to think about a situation in school where they are forced to listen (longer than the bearable 20 min) and tend to switch off or do something else. (school staff meetings)
- How does 'active listening' work towards group cohesion?
- How is 'active listening' a social skill that strengthens democratic processes?

## Evaluation and assessment

**General aim:**

- to evaluate what the participants have learnt from the training unit

**Instructions/procedure:**

Individually & anonymously let the participants reflect on the following questions:

	Notes
<ul style="list-style-type: none"> <li>➤ <b>What are the 3 most important things you learned from this training unit?</b></li> </ul>	

<p>➤ Are you going to employ CL activities in your classroom as a result of this training unit?</p>	
<p>➤ If not, why not?</p>	
<p>➤ Would you like to take part in a workshop for developing specific CL activities for the subjects you teach?</p>	

<p>➤ What behaviour of the trainers would have improved this training unit?</p>	
<p>➤ What content would have improved this training unit?</p>	
<p>➤ Do you have any further suggestions?</p>	

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## References

- Brett P., Mompoin-Gaillard P., Salema M.H., How all teachers can support citizenship and human rights education: a framework for the development of competences, Council of Europe Publishing, Strasbourg, 2009.
- Green, Norm and Green, Kathy, Kooperatives Lernen im Klassenraum und im Kollegium, Klett/Kallmeyer, Seelze-Velber, 2005.
- Thiesen, Peter, Das Kommunikationsspielbuch, Belz Verlag, Weinheim/Basel, 2002.
- Browne, Dik, Hägar the Horrible Meets his Match, Attica Publications, UK, 1988.
- Website of Prince George's County Public Schools, A Guide to Cooperative Learning: <http://www.pgcps.pg.k12.md.us/~elc/learning1.html>
- [www.squarewheels.com](http://www.squarewheels.com)

## Appendix 1: Title, Date and Place

### Cooperative Learning

- modeling a democratic classroom
- promoting social skills

- Place
- Date
- trainers

## Appendix 2: Three questions this training unit will answer

### Cooperative Learning (CL)

#### This training unit will answer these questions:

- How is CL different from other forms of group work?
- How can it be used to model a democratic classroom?
- How can it be used to train pupils' social skills?

## Appendix 3: Plan for the day

### Schedule

time	activity
9.00	Getting to know each other
9.30	Think – Pair – Share / Problems with group work in school
10.30	Coffee break
10.50	Three ways to structure a lesson / What are the advantages of CL?
12.00	Lunch break
13.00	Skills necessary for successful group work / 'Democratization' of the classroom
14.00	Coffee break
14.20	Social skill: Listening actively
15.20	Feedback
16.00	End

## Appendix 4: Numbers & Roles for 'Square wheels'

### Numbers & Roles

- **# 1 time manager** (stops activity in group when time is up)
- **# 2 task manager** (explains the task again to group members if necessary)
- **# 3 group observer** (observes group performance and suggests improvements if necessary.)
- **# 4 reporter** (summarizes the group's results)

## Appendix 5: Contact activity: ‘Guess a quality’

### Contact activity

- For each of your group members **guess a quality** for which they are liked /valued by their pupils
- Think ⌚ 2min
- Share ⌚ 1 min each

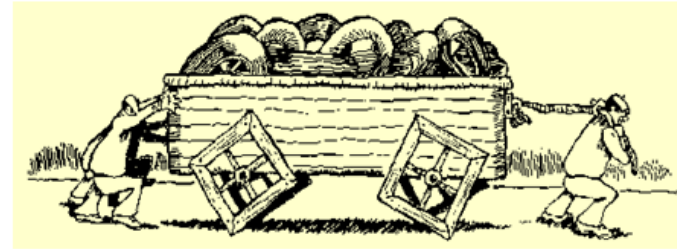
## Appendix 7: Task description ‘Square wheels’

### Think – Pair - Share

- **Think:** Individually think about the question and note down your answers ⌚ 5 min
- **Pair:** Orally exchange your results with a partner  
⌚ 1 min/Person
- **Share:** Orally exchange your results with another pair. Each summarizes their first partner’s results .  
⌚ 1 min/Person

## Appendix 6: Square- wheels picture

### Square Wheels



What does the picture tell us about group work in school?

## Appendix 8: Debriefing ‘Square wheels’

### Debriefing ‘Square wheels’ ⌚ 10 min :

- How did you deal with having to work with partners you didn’t choose in the first place?
- How did you experience the time pressure?
- How did you like the role you were assigned?
- Are you content with your group’s result?
- Which other differences can you find between cooperative learning and other forms of group work?

## Appendix 9: Group finder 'Structures of lessons'

**New groups for: 'Structures of lessons'**

- Dead silence!
- Line up (random order).
- Use only gestures to communicate!
- Line up according to the **order of your birthdays** in the year. (January left– December right)
- Always stay in contact with the line.

## Appendix 10: Numbers &amp; Roles &amp; Contact "Two truths" for 'Structure of lesson'

**'Structures of lessons'****Numbers & Roles**

- # 1 time manager
- # 2 reporter
- # 3 task manager
- # 4 observer

**Contact activity**

- **Two truths one lie**
- Think about 3 facts about your life, two of which are true and one of which is a lie. Have your group guess the lie.
- Think ⌚ **2min**
- Share ⌚ **1 min** / each

## Appendix 11: Task description: 'Lesson structure'

Individual Learning –

Write down 8 things that would change in your life if you didn't have a T.V. ⌚ **2 min**

Competitive Learning –

Write down 8 things which are soft and blue. ⌚ **60 sec.**

Cooperative Learning –



Write down 8 methods on how to bathe a dog.  
⌚ **2 min**

## Appendix 12: Debriefing 'Lesson structure'

- What is positive interdependence?
  - How was positive interdependence established in the group finding activity?
    - What impact does it have on participants' responsibility towards the group?
- What other typical problems of group work can be tackled by the way cooperative learning is structured? (cf. results of activity 1)

## Appendix 13: Group Management / CL tools

**Group Management**

- Signal 
- Task
- Time 
- Result
- Sequence
- Think-Pair-Share

## Appendix 14: Numbers &amp; Roles &amp; Contact „Favourite place” for ‘Our village’

**Numbers & Roles & Contact****‘Our village’****Numbers & Roles**

- **1: writer**
- **2: task manager**
- **3: time manager**
- **4: reporter**

**Contact Activity**

- What’s your **favorite place** in the world? What makes it so special?
- Think: ⌚ 1min
- Share: ⌚ 1 min

## Appendix 15: Task description: ‘Our village’

Task for the whole group

- draw on a poster:

**“Our village”**

## Appendix 16: Reflecting participants’ behaviour

**Reflecting participants’ behavior:**

- Are you all content with the result?
- Are all your ideas represented in the drawing?
- What was difficult?
- How did you deal with difficulties?



## Appendix 17: Task description: ‘Social skills’

### ‘Social skills for group work’

#### Tasks for groups 1 - 3

- a.) Think individually and note down: What behavior of participants would have let to a better result (e.g. everybody is content with the design, feels represented with their ideas)? ⌚ 5 min
- b.) Summarize your group’s result ⌚ 5 min
- c.) Exchange results with other groups (1 - 3). ⌚ 5 min
- d.) Present groups’ result on a poster in plenary.

#### Tasks for groups 4 - 6

- a.) Think individually and note down: What has this activity got to do with democracy? What behavior of participants would have been more democratic and would have let to a more satisfying result? ⌚ 5 min
- b.) Summarize your group’s result ⌚ 5 min
- c.) Exchange results with other groups (4 – 6). ⌚ 5 min
- d.) Present groups’ result on a poster in plenary.

## Appendix 19: Numbers & Roles & Contact

### Numbers & Roles & Contact

#### ‘Social Skill: Listening’

#### New groups:

- Find partners you have not yet worked with.

#### Numbers & roles:

- **#1: story teller**
- **#2: time manager**
- **#3: task manager**
- **#4: observer** (comments on the group’s performance)

#### Contact activity

- In your group agree on a name for a **positive virus** and write down what it is good for.
- **Think:** ⌚ 3 min
- **Share in plenary:** ⌚ 1 min per group

## Appendix 18: Debriefing ‘Our village’

### Debriefing ‘Our village’ ⌚ 10 min:

- How can we model a democratic environment with Cooperative Learning ?
- What social skills are trained in pupils in Cooperative Learning classrooms?

## Appendix 20: Task description 1: ‘Active listening’ “Positive virus” for ‘Active listening’

### Answer the following questions using a ,Y-chart’ :

- What can I see when my partner is listening actively?
- What can I hear, ...
- What can I feel, ...
- ⌚ 5 min

## Appendix 21: Task description 2: 'Active listening'

### Practice active listening

- Work with a partner. While A is talking about their favorite pastime B practices listening actively, producing gestures and sounds described in preceding exercise.
- ⌚ 3 min / each

## Appendix 23: References

## Appendix 22: Debriefing 'Active listening'

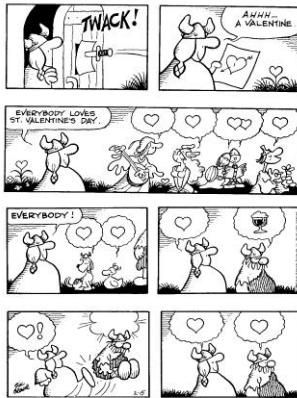
### Debriefing ,Listening' ⌚ 10 min:

- Which type of lesson is most likely to teach pupils not to listen?
- In which professional situation are you most likely not to listen even though you are supposed to?
- How does active listening work toward group cohesion?
- How is active listening a social skill that strengthens democratic processes?

## References

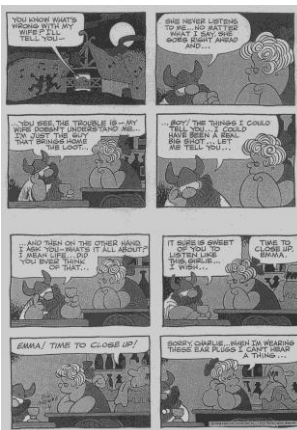
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- [www.squarewheels.com](http://www.squarewheels.com)

### Appendix 24: Group finder: Hägar the Horrible 'Establishing group spirit'



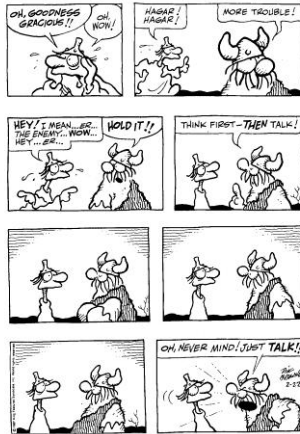
Number the lines, copy on paper with different colours (6 groups = 6 colours), cut and use for group finding/ Can be used for first activity

### Appendix 25: Group finder: Hägar the Horrible 'How to listen'



Number the lines, copy on paper with different colours (6 groups = 6 colours), cut and use for group finding/ This one can be used for activity: 'How to listen ...'

## Appendix 26: Group finder: Hägar the Horrible 'First think - then talk'



Number the lines, copy on paper with different colours (6 groups = 6 colours), cut and use for group finding/  
Can be used for fun