



Pestalozzi

Evaluation and assessment of transversal attitudes, skills and knowledge (EVAL)

“Head, Hands and Body” - Creative thinking, diversity and co-operation with others

by

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Head, Hands, Body - Creative thinking, diversity and co-operation with others

Brief description

This training unit consists of four Co-operative Learning activities that can be done separately or in a one-day session. It is focused on the interaction between learners and the creation of a positive learning atmosphere. The focus of this training helps participants to discover meanings and perspectives related to the interaction with yourself and others, and how they focus directly and deliberately on the intention behind actions, and see, what factors can be related to an action; thereby giving the participants the experience of how powerful work in a group or with a peer can be. The basic concepts are exploring music, using verbal and body language, and guiding a peer. All four activities are focused and directly attended to create a good learning climate where creativity is stimulated. The games are focused to develop trust among each other. The concept is to develop competences of self and interaction in the group, implement creative thinking with a peer and work in group. With the simultaneous interaction the development of values and attitudes like: co-operation, trust, creativity, self-confidence, adaptability, commitment, acceptance, communication, interaction, competence and teamwork give the students a related action to the basic principles of co-operative learning; by modeling the right behavior and organizing the learning process in ways that are conducive to the development of democratic and intercultural competences.

Target group: pre-/in-service teachers and pupils of age groups 10-14/14-18 as well as adult learners.

Expected outcomes

- ✓ A_SELF_1: Readiness to examine my behavior, language use and body language.
- ✓ A_SELF_2: Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words.
- ✓ S_SELF_3: Ability to use intuitive and lateral thinking.
- ✓ K_COOP_2: Understanding that every group has a power structure.
- ✓ K_SELF_3: Knowledge about the relationship of self and group.

Activities

	Duration	Methods used
Activity 1: Guide a partner	30 minutes	Interaction games, simultaneous interaction and co-operation. Develop and Assessment activity.
Activity 2 Labyrinth	40 minutes	Interaction games and co-operation. Develop and Assessment activity
Activity 3 Motions and Emotions	50 minutes	Develop and Assessment activity, interaction games, observation. Poster presentation.
Activity 4 <i>Tangram</i> “run” relay game	35 minutes	Develop activity, Interaction and co-operation games, and simultaneous interaction.
Activity 5 Evaluation	35 minutes	Questionnaire Evaluation

Background and context

These activities were implemented in the gymnasium, with the use of popular music (for example: “happy” by Pharrell Williams). The participants were students in the context of physical education but the training can also be done in other lessons.

I want to further develop this concept with a few colleagues from my school from other subjects like: English, Portuguese, biology and arts teachers and lifelong learning teachers. And I would like to implement it in our school for teacher trainers.

Activity 1: Guide a partner

Duration: 30 min

Expected outcome

- ✓ A_SELF_1: Readiness to examine my behavior, language use and body language.
- ✓ S_SELF_3: Ability to use intuitive and lateral thinking.
- ✓ K_SELF_3: Knowledge about the relationship of self and group.
- ✓ K_Coop_2: Understanding that every group has a power structure.
- ✓ A_SELF_2: Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words.

Methods/ techniques used

- ✓ Interactions games with music, games are adapted to physical education context.
- ✓ Simultaneous interaction.
- ✓ Assessment and evaluation values through this game.
- ✓ Questionnaire

Resources

- ✓ Book: Tasks for democracy – Pestalozzi series no.4
- ✓ http://www.kaganonline.com/online_magazine/spencers_thinkpad.php

Practical arrangements

- ✓ Have enough space for the game, some popular music that everyone likes.
- ✓ pens for everyone

- ✓ A3 - sheets of paper in yellow, red, green and white
- ✓ *post-it* papers in 4 different colors
- ✓ Questionnaire 1 and 2 for everyone

Procedure

Step 1 (7 min)

- ✓ Participants form pairs A & B and face each other. First, A takes the role of a leader. B is the follower and must keep his eyes closed until the end of the game) and reaches his two hands towards the leader.
- ✓ The leader gives verbal instructions and guidance with her hands. B listens to the music and tries to copy the movements of his partner following the guidance of A until the music stops. (3 min)

Step 2 (3 min)

- ✓ Now partners change role.
- ✓ Repeat the task as described in step 1.

Step 3 Debriefing – (individual and pair work - 10 min)

Participants answer first individually the questions on **Questionnaire 1**, then exchange their results with their partner - with the following questions:

- ✓ How did you feel in the role of the leader?
- ✓ How did you feel in the role of the follower?
- ✓ What new aspect did you learn about yourself during this activity?
- ✓ What new aspect did you learn about your partner during this activity?

- ✓ What new aspect did you learn about your relationship with the other during this activity?

Step 5 – (Evaluation – 10 min)

Participants have a **Questionnaire 2** – with the following questions:

- ✓ What are the three most important things that you are taking home from this activity?
- ✓ The activity is suitable to promote the expected outcomes. 1. Very positive; 2. Positive; 3. Negative; 4. Very negative

Tips for trainers

- ✓ Model the first part of the activity with a participant.
- ✓ It might be useful to use scarves to blindfold the follower to ensure s/he is really “blind”.

Activity 2: Labyrinth

Duration: 40 min

Expected outcome

- ✓ A_SELF_1 Readiness to examine my behavior, language use and body language.
- ✓ A_SELF_2 Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words.
- ✓ S_SELF_3 Ability to use intuitive and lateral thinking.
- ✓ K_SELF_3 Knowledge about the relationship of self and group.
- ✓ K_Coop_2 Understanding that every group has a power structure.
- ✓ To develop self-expression and self-confidence.
- ✓ To create a stimulating learning environment where creativity can flow.

Methods/ techniques used

- ✓ Cooperative learning
- ✓ Simultaneous interaction
- ✓ Cooperative structures

Resources

- ✓ Book: Tasks for democracy – Pestalozzi series no.4
- ✓ Minor, V. *“But What About...?”* San Clemente, CA: Kagan Publishing. Kagan Online
- ✓ Magazine, Issue #53. www.KaganOnline.com
- ✓ Task sheets 1 -5 s. Appendix 2

Practical arrangements

- ✓ Have enough space for the game. The material is important for this activity: two Swedish banks, plinth boxes, 2 jump ropes, 6 pins markers for the slalom exercise, one plinth box 1, 30 m high, 2 mattresses and a timer.
- ✓ For each group of 4 participants, they need this material. A scarf / band to cover the eyes.
- ✓ Create a labyrinth with this material, create two separate queues.
- ✓ Every two groups do the activity at the same time separately. (If there is enough material for 2 queues).
- ✓ At the beginning engage all the participants in creating the 2 labyrinths. Don't tell them what it is for. Teachers could make a scheme for the perspective of the labyrinth, with some motor exercise that the student must do (the one who has the blindfold on).
- ✓ Have a bag with enough 4 different geometric figures (paper made) for all participants in the same colour.
- ✓ Prepare the task sheet for each one. Have enough pens for all.

Procedure

Step 1 (5 min)

- ✓ Form micro groups of 4: Participants take from the bag 1 geometric figure and find their partners.
- ✓ Each member of the group gets a different task to do in the activity.

Step 2 (5 min)

- ✓ Hand out one **task sheet 1** to each group, each person chooses one task from the sheet.
- ✓ Allow some time for the groups to talk over the instructions of **task sheet 2** o as to prepare the individual task. Before the exercise they will have to clarify how they communicate during the exercise.

Step 3 (10 min)

- ✓ Once, every group is ready, the game can begin.
- ✓ Each group must complete the labyrinth against the time; the teacher gives the signal to start.

- ✓ The 2 queues can make it at the same time with the chronometer. For each queue one group of four participants lines up. Every one of the group must fulfill its task dutifully.
- ✓ The observer of each group answers the question on **task sheet 3** at the end of the game.

Step 4 - Debriefing – Assessment (10 min)

- ✓ Allow some time for the groups to answer the question on **task sheet 4**

Step 5 – Evaluation (10 min)

- ✓ Allow time for the groups to discuss and answer the question on **task sheet 5**.

Tips for trainers

- ✓ Provide some ideas about what exercises can be done in the labyrinth, in case the participants don't generate own ideas.
- ✓ After finishing task sheet 2, hand out to the observer of each group the task sheet 3.
- ✓ Make sure that the exercises are do-able for "blinded" participants.
- ✓ Give very clear instructions and be ready to react quickly to ensure the safety of the participants.
- ✓ Involve everyone in the action to prepare the equipment necessary for the game.
- ✓ Encourage the participants to express freely their opinion and feelings about activities.

Activity 3: Motions and Emotions

Duration: 50 min

Expected outcome

- ✓ A_SELF_1 Readiness to examine my behavior, language use and body language.
- ✓ A_SELF_2 Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words.
- ✓ S_SELF_3 Ability to use intuitive and lateral thinking.
- ✓ K_SELF_3 Knowledge about the relationship of self and group.
- ✓ K_Coop_2 Understanding that every group has a power structure.

Methods/ techniques used

- ✓ Interactions games with music;
- ✓ Expression feelings with the music
- ✓ Examine behavior, language use and body language and expressions.
- ✓ Discussion
- ✓ Questionnaire
- ✓ Observation
- ✓ Poster presentation

Resources

- ✓ Book: Tasks for democracy – Pestalozzi series no.4
- ✓ Minor, V. “*But What About...?*” San Clemente, CA: Kagan Publishing. **Kagan Online**
- ✓ Magazine, Issue #53. www.KaganOnline.com
- ✓ Analysis “PIES” Kagan’s.

- ✓ Basis principles of co-operative learning. Kagan Cooperative Learning, 2009.
- ✓ http://www.kaganonline.com/online_magazine/administrator_tips.php

Practical arrangements

- ✓ The music that you choose is very important for the activity. **The music should be powerful: e.g. “classic music” like Ravel “Bolero”**
- ✓ Coloured cards with numbers for pair grouping in a bag.
- ✓ Pens and paper for writing what they observe.

Procedure

Step 1 individual and pair work (5 min)

- ✓ Form pairs A & B using the numbered colour cards..
- ✓ Then introduce the activity telling A to pay close attention to the music, close her eyes if she wishes and start moving with the music thereby expressing her feelings and emotions that might come up. B observes the body language and writes down what he is noticing. (2 min)

Step 2 individual and pair work (5 min).

1. A & B change roles and repeat the exercise.

Step 3 Individual and pair work (10 min)

- ✓ There is a **task sheet 1** observer role to describe what he has observed.
- ✓ There is a **task sheet 2** dancer role to describe what he has done, felt, thought during the activity.

Step 4 Group work (10 min)

- ✓ Two or three pairs get together to form a group (group of six people).
- ✓ Participants are asked to: put **on task sheet 3** a A4 paper the description of the observer and on the other side of the same sheet the description of the dancer. And in the middle of the circle, collect the topics that are the same for the observer and the dancer.

Step 5 Debriefing – Assessment (20 min)

- ✓ Hold a debriefing discussion round the following questions :
 - How did you feel in your role as an observer?
 - How did you feel in your role as a dancer?
 - What new thing did you learn about yourself?
 - What new thing did you learn about your partner?
 - What was challenging/easy?
 - What did you learn about feelings, emotions, body language, communications, and barriers of expression in different kind of ways?
 - How would you use this activity?
 - What do you learn from the common topics of the observer and the dancer?

Tips for trainers

- ✓ Encourage participants to express freely their opinion and feelings about activities.

Activity 4: Tangram “run” relay game

Duration: 35 min

Expected outcome

- ✓ A_SELF_1 Readiness to examine my behavior, language use and body language.
- ✓ A_SELF_2 Acceptance of the fact that my actions can reflect my personal values and beliefs more authentically than words.
- ✓ S_SELF_3 Ability to use intuitive and lateral thinking.
- ✓ K_SELF_3 Knowledge about the relationship of self and group.
- ✓ K_Coop_2 Understanding that every group has a power structure.

Methods/ techniques used

- ✓ Interaction and creativity games.
- ✓ Cooperative structures
- ✓ Simultaneous interaction games.
- ✓ Questionnaire.
- ✓ Discussion

Resources

- ✓ <http://www.tandfonline.com/doi/abs/10.1080/17408989.2013.868875?src=recsys> Accessed 29.01.2017
- ✓ http://www.matematica.seed.pr.gov.br/arquivos/File/molde_tangram.pdf (molds tangram) Accessed 29.01.2017
- ✓ Book: Tasks for democracy – Pestalozzi series no.4.

Practical arrangements

- ✓ Have enough space for the game, 2 cones to mark the space of 10 m, a timer. 1 scarf to cover the eyes.
- ✓ Have 7 tangram pieces for each group of four participants.

- ✓ The *tangram* consists of 7 geometric pieces: 5 triangles, 1 square, 1 parallelogram, making the pieces with cardboard, the molds are online (http://www.matematica.seed.pr.gov.br/arquivos/File/molde_tangram.pdf). Students have to create animals with 7 pieces, none can remain unused.
- ✓ Before the game is beginning they must decide what animal they are building.
- ✓ For the gymnasium activity the pieces must be bigger.
- ✓ The relay game must have a distance of 10m, the two connection points must be marked with cones, and the 7 pieces are staying on the floor.
- ✓ Note: this game can be also realized in the classroom, with smaller pieces of tangram.
- ✓ Clear explanation of games rule.

Procedure

To assemble a picture with *tangram* pieces be sure to follow these rules: all *tangram* pieces must be used; no overlapping of parts allowed; the group does the relay game, with the distance of 10m.

Step 1 (5 min)

- ✓ Form micro groups of 4. Give out **task sheet 1**, each participant chooses one task.
- ✓ The group decides who will be the blind person, who will give the verbal instructions (2) and who is to guide the partner by hand. They must decide which animal they are building.

Step 2 (10 min)

- ✓ The game begins: the teacher gives the signal (whistle) and stops the time, one blind person picks up the first piece and is led by the hand of a partner, and the other two partners give verbal instructions. Then they come back and get the next piece. The blindfolded must put all the pieces in the right way for making the animal.

Step 3 Debriefing – Assessment (10 min)

The groups discuss and answer the following questions (see **task sheet 2**)

- ✓ How does this activity train your ability to use intuitive and lateral thinking?
- ✓ What new thing did you learn about yourself?
- ✓ What new thing did you learn about the others of your group?
- ✓ How would you describe the power structure of your group?

Step 4 - Evaluation (10 min)

The groups discuss and answer the following questions (s. **task sheet 3**)

1. What are the 3 most important things that you are taking with you from this session?
2. What will this change in your way of thinking, seeing others?
3. What is the most exciting idea that you taking away from this session?
4. What type of learning does it facilitates?
5. What aspects did you like less?

Tips for trainers

- ✓ Make sure the all the groups have clearly understood the rules of the game.
- ✓ Be ready to allow more reflection time if participants need it.

Activity 5: Evaluation of the training activities

Duration: 35 min

<p>Expected outcome</p> <ul style="list-style-type: none">✓ Reflect on the learning process.✓ Reflect on the impact of the learning on themselves.✓ Encourage understanding more aspects of democracy and human rights in these activities.✓ Analysis of training methods.
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Debriefing✓ Questionnaire
<p>Resources</p> <ul style="list-style-type: none">✓ http://mande.co.uk/✓ http://mande.co.uk/special-issues/most-significant-change-msc/Rick Davies and Jess Dart in 2004, (“most significant change”).✓ Book: Tasks for democracy – Pestalozzi series no.4.✓ Book: teachers education for change – Pestalozzi series no.1
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Have a questionnaire for everyone.
<p>Procedure</p> <p>Participants are invited to reflect on the learning process which has led to this result, and identify what they have learned as a result.</p> <p>Step 1 (10 min) Reflection:</p>

✓

Invite participants to go back in their minds and reflect on all the activities during this training

Step 2 (30 min)

✓

Hand out the questionnaire s. **task sheet 1 (Appendix 5)**

✓

Allow time for them to fill in the questionnaire

Tips for trainers

✓

Encourage participant to freely express their opinions and feelings about the activities.

References

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Appendices

Appendix 1: Guide your partner

Questionnaire 1: Debriefing

Answer the following questions individually and share your results with your peer:

- ✓ How did you feel in the role of the leader?
- ✓ How did you feel in the role of the follower?
- ✓ What new aspect did you learn about yourself during this activity?
- ✓ What new aspect did you learn about your partner during this activity?
- ✓ What new aspect did you learn about your relationship with the other during this activity?
- ✓ How does your body language reveal parts of your personality?

Questionnaire 2: Evaluation

Answer the following questions individually:

- ✓ What are the three most important things that you are taking home from this activity?
- ✓ The activity is suitable to promote the expected outcomes. 1. Very positive; 2. Positive; 3. Negative; 4. Very negative

Appendix 2: Labyrinth

TASKSHEET 1

Each person gets a different task to do in the activity, choose one of these:

1. Blind person
2. Give verbal instructions
3. Help with tactual maneuver or kinesthetic.
4. Observe the group

TASKSHEET 2

Follow the task according to your choice:

1. Blind person –go through the labyrinth listening to the verbal instructions of one of the group, with one hand tactual touch, and with the timer running.
2. Verbal instructions – to be given to the blind person explaining what steps to complete in the labyrinth.
3. Helping with tactual maneuver – this person guides the blind person, or gives guiding touches
4. The observer of the group –observe group work and answer the questions on the task sheet 3 after the activity.

TASKSHEET 3

This task is only for the “observer” of the group.

1. Describe what you have observed and answer this questions;
 - a) How has the blind partner reacted in the game?

- b) How has the partner giving the verbal instructions acted?
- c) How has the partner giving tactual guidance helped the blind person and how has he reacted to his task?
- d) From your perspective as the observer, how could your group work be enhanced?

TASKSHEET 4

Discuss and answer the following questions:

1. How did you feel when going through this game?
2. What learning outcomes would you wish for and what you have seen?
3. How would you describe the discussion process in our group (Did everybody have the same time and space to share their opinion?).

TASK SHEET 5

Evaluation: Answer the following questions:

1. What are the 3 most important things that you are taking home from this session?
2. What new thing did you learn about yourself?
3. What new thing did you learn about the others?
4. What new thing did you learn about group work?
5. When would you use this activity?
6. What type of learning does it facilitate?
7. How would you improve this game?

Appendix 3: Motions and Emotions

TASK SHEET 1

The observer: write down what you observe:

1. Feelings in yourself
2. Emotions in yourself
3. Body and face expressions of the partner who is dancing.
4. **What does the dancer want to transmit** with her body language, like: expressions, feelings, or emotions?

TASK SHEET 2

The dancer: write down what you have experienced during the dance:

1. Feelings in yourself
2. Emotions in yourself
3. What feelings or emotions did you want to transmit with your body language?

TASK SHEET 3 - A4

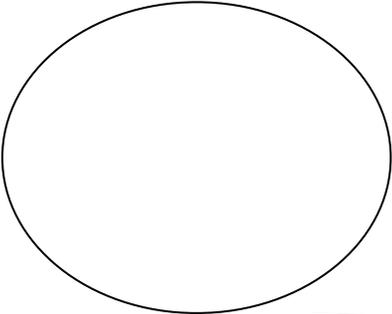
- a.) Put the description of the observer on one side ordered by topics,
- b.) Put the dancers' description on the other side also ordered by topics.
- c.) Collect the common points/topics of the observer and the dancer in the middle of the circle.

OBSERVER

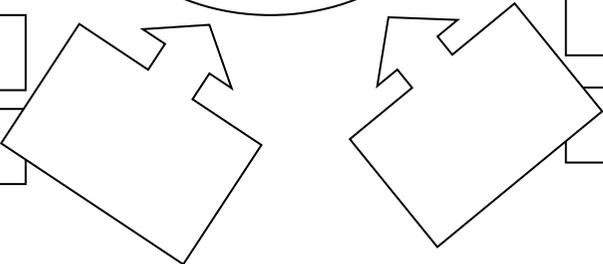
DANCER

COMMON TOPICS

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TASK SHEET 4

- ✓ How did you feel in your role as an observer?
- ✓ How did you feel in your role as a dancer?
- ✓ What new thing did you learn about yourself?
- ✓ What new thing did you learn about your partner?
- ✓ What was challenging/easy?
- ✓ What did you learn about feelings, emotions, body language, communications, and barriers of expression in different kind of ways?
- ✓ How would you use this activity?
- ✓ What do we learn from the common topics of the observer and the dancer?

Appendix 4 Tangram relay

TASKSHEET 1

Choose your role from the following list:

1. One blind person
2. 2 persons giving verbal instructions
3. 1 guiding person

TASKSHEET 2

Discuss and answers the following questions:

- ✓ How does this activity train your ability to use intuitive and lateral thinking?
- ✓ What new thing did you learn about yourself?
- ✓ What new thing did you learn about the others of your group?
- ✓ How would you describe the power structure of your group?

TASKSHEET 3

Discuss and answer the following questions:

6. What are the 3 most important things that you are taking with you from this session?
7. What will this change in your way of thinking, seeing others?
8. What is the most exciting idea that you taking away from this session?
9. What type of learning does it facilitates?
10. What were the aspects I liked less?

Appendix 5: Evaluation

TASK SHEET 1

QUESTIONNAIRE
Participants' Evaluation of the Training Activities

A – Items	Very Good	Good	Fair	Poor
Relevance of content				
Methodology of activities				
Documentation delivered				
Length of the activities				
B- Personal aspects				
The activities support the development of creativity in learners?				
Have you been able to interact with others in these activities?				
Have you been able to explain your needs and motives to the others in these activities?				
Have you understood that different forms of interaction have different aims and rules?				
Have you found out new things about people's thoughts and feelings before commenting on their actions?				
Do you know more about your colleagues after having done these activities together?				
Did you have opportunities to participate and discuss in-group work during these activities?				
How was the interaction between participants in the micro-group?				
How was the interaction between participants and the teacher?				
Did you feel in these activities, how your actions reflect your personal values and beliefs more authentically than words?				

C – Overall evaluation of the activities				
How was the learning environment and the atmosphere in these activities?				
How useful was the training session for you?				
Have these activities things in common with aspects of democracy and human rights?				
What have you learned today about your personal way of thinking?				
What have you learned from these activities?				
Aspects you liked more:				
Aspects you liked less:				

Thank you for your co-operation!