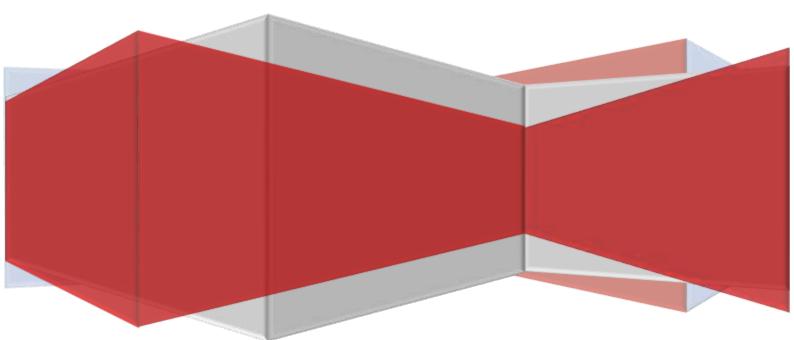
Cultivate school entrepreneurial mind-set through holistic approach targeting teachers and pupils



Title: IO8.A1 Development of activities

3.4 Working with others

Partner Responsible: MMC Management Center Ltd





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Competency	Error! Bookmark not defined.
Duration	2
Lessons it could be used in	2
Learning Outcomes	2
Type of activity	2
Aims and objectives of the activity	2
Implementation of the activity	2
Resources and materials required to run the	ne activity3
Equipment and facilities	
Tips for the trainer	
Materials for implementing the Tool	



	3.4 Working with others
Duration	45 minutes
Lessons it could be used in	 History Language Social/Civic Education Interdisciplinary
	35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language, and teach their pupils to use these techniques also.
Learning Outcomes	37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom.
	38. Support pupils in building trusting relationships and communicating with one another.
Type of activity	Story Telling
	Game Activity
	Theater /Drama Activity
	Use of Reflection Techniques
	Creation of an Item
	Role Play
	Other Experiential Activity
Aims and objectives of the activity	 To support pupils to develop group discussion skills To support pupils to develop conflict resolution skills To support pupils to develop their rhetorical skills To support students to collaborate with each other To support pupils to develop active listening skills To support pupils to learn how to assume different roles in a team
	Write step by step instructions for the teacher here:
Implementation of the activity	 You separate the pupils into an inner and an outer circle. Pupils in the inner circle ("fishbowl") are seated on chairs, while the pupils in the outer circle ("observers") are standing.
	2. You write a statement on the whiteboard which will be the topic of discussion. Possible topics could be:



	 Siblings should share the same room Children should have afternoon arts or music classes Children should not be allowed to play video games Every home should have a pet Homework should be banned School uniforms should be required 3. You explain that only the pupils in the "fishbowl" are
	allowed to speak and that they have to present arguments for or against the statement given by the facilitator. Pupils in the outer circle ("observers") have to observe and take notes on the content and the process of the inner circle's discussion.
	4. Pupils in the "fishbowl" can contribute to the discussion up to three times only. After these, they have to leave their seat and go to the outer circle, letting an "observer" from the outer circle take their seat. A pupil in the "fishbowl" who has spoken at least once can also ask from an "observer" to take his seat.
	5. Every pupil that takes a seat has to contribute to the discussion in the same way.
	The discussion finishes when all pupils have been in the "fishbowl".
Resources and materials required to run the activity	 Whiteboard and markers or cards where the topics for discussion are written Paper and pencils for pupils to take notes
Equipment and facilities	This activity can take place in a classroom or in a space outside. Chairs for the pupils in the fishbowl will be needed.



Tips for the trainer	 The first few times you can play the role of the facilitator, but once the process is familiar, a pupil can play that role and can give the topic for discussion. The facilitator has also to make sure that everyone inside the "fishbowl" speaks at least once and not more than three times. Also, he has to apply conflict resolution techniques whenever intense disagreement occurs. The role of the facilitator may rotate among the pupils. After the end of the discussion, you may ask pupils questions such as: Which arguments and counter-arguments did you find more convincing? Was it difficult to concentrate to listen to the pupils in the fishbowl? Was it difficult not to be able to respond to something you heard immediately when you were in the observers' circle? Which role did you like the most?
Materials for implementing the Tool	See resources and materials.