

**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**

<b>Competency .....</b>	<b>Error! Bookmark not defined.</b>
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<b>3.4 Working with others</b>	
<b>Duration</b>	45 minutes
<b>Lessons it could be used in</b>	<ul style="list-style-type: none"> <li>• History</li> <li>• Language</li> <li>• Social/Civic Education</li> <li>• Interdisciplinary</li> </ul>
<b>Learning Outcomes</b>	<p>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.</p> <p>37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom.</p> <p>38. Support pupils in building trusting relationships and communicating with one another.</p>
<b>Type of activity</b>	<p><input type="checkbox"/> Story Telling</p> <p><input type="checkbox"/> Game Activity</p> <p><input type="checkbox"/> Theater /Drama Activity</p> <p><input type="checkbox"/> Use of Reflection Techniques</p> <p><input type="checkbox"/> Creation of an Item</p> <p><input type="checkbox"/> Role Play</p> <p><input checked="" type="checkbox"/> Other Experiential Activity</p>
<b>Aims and objectives of the activity</b>	<ul style="list-style-type: none"> <li>• To support pupils to develop group discussion skills</li> <li>• To support pupils to develop conflict resolution skills</li> <li>• To support pupils to develop their rhetorical skills</li> <li>• To support students to collaborate with each other</li> <li>• To support pupils to develop active listening skills</li> <li>• To support pupils to learn how to assume different roles in a team</li> </ul>
<b>Implementation of the activity</b>	<p>Write step by step instructions for the teacher here:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. You write a statement on the whiteboard which will be the topic of discussion. Possible topics could be:</li> </ol>

	<ul style="list-style-type: none"> <li>• Siblings should share the same room</li> <li>• Children should have afternoon arts or music classes</li> <li>• Children should not be allowed to play video games</li> <li>• Every home should have a pet</li> <li>• Homework should be banned</li> <li>• School uniforms should be required</li> </ul> <p>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.</p> <p>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.</p> <p>5. Every pupil that takes a seat has to contribute to the discussion in the same way.</p> <p>6. The discussion finishes when all pupils have been in the “fishbowl”.</p>
<p><b>Resources and materials required to run the activity</b></p>	<ul style="list-style-type: none"> <li>• Whiteboard and markers or cards where the topics for discussion are written</li> <li>• Paper and pencils for pupils to take notes</li> </ul>
<p><b>Equipment and facilities</b></p>	<p>This activity can take place in a classroom or in a space outside. Chairs for the pupils in the fishbowl will be needed.</p>

<p><b>Tips for the trainer</b></p>	<p>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.</p> <p>After the end of the discussion, you may ask pupils questions such as:</p> <ul style="list-style-type: none"> <li>• Which arguments and counter-arguments did you find more convincing?</li> <li>• Was it difficult to concentrate to listen to the pupils in the fishbowl?</li> <li>• Was it difficult not to be able to respond to something you heard immediately when you were in the observers’ circle?</li> <li>• Which role did you like the most?</li> </ul>
<p><b>Materials for implementing the Tool</b></p>	<p>See resources and materials.</p>