

Learning Together



Activity tested by teachers from LV, FR, IT, BG

Preparation

The room is arranged so that it is easy to work in several teams.

If necessary, before starting the activity, the facilitator can give the team a table template where students can write down their questions and answers. Depending on the purpose of the subject or activity, photos, texts, keywords, descriptions can be prepared in advance to learn the topic and mobile phones can be used to search for answers.

Overview and objectives

A team game to be implemented in the classroom to learn school subjects among students and facilitators. Can be performed in almost all school subjects providing active learning, participation and learning together.

At the conclusion of this activity, participants will be able to:

- develop and strengthen their teamwork skills in the classroom
- strengthen knowledge and raise interest in new topics
- take part in creation of the content of education, evaluate the education process and develop criteria for evaluation of the educational process

Step by step instructions

1. Divide the class into teams preferably using a team-sharing activity to provide mixed teams (some tips for dividing the group into teams can be found in Annex 1)
2. Each team has to invent its title, the facilitator writes them down on a large sheet of paper or whiteboard
3. Each group should write 4-6 questions about the given topic, subject or task defined by the activity leader. The number of questions for each team depends on the total number of teams. The more teams, the fewer questions to prepare
4. The questions will be handed over to another team, so make sure that the questions are written in a clear, legible, and specific way
5. Teams exchange questions and time is given to prepare answers
6. Before giving answers, the class agrees on the evaluation and its criteria
7. Teams one by one answer the received questions loudly, the rest of the students listen. The team that prepared the questions then informs whether the answers are correct, incorrect, or partially correct and how many points are given for each answer
8. Students themselves or the facilitator writes the points on a big sheet of paper and the one who has the most points wins the game

Another version:

Before starting the group work, each student has to invent a question and an answer according to the topic or task set by the facilitator. The facilitator splits the class into groups. The activity can start - each team asks questions to other teams.


Tips:

The activity can be used to acquire definitions and terminology: for example, in history lessons. In Annex 2 there are some examples of definitions, terms or historical personalities that can be given to students for setting a task and formulating a question. In the same way descriptive pictures with links to information can be used (Annex 3).

Comments & Tips

Facilitator:

- It is important that the groups are not too large. Best 3-4 students in a group. If the group is too large, it allows a student to be passive and not participate. But do not worry if it does, someone who is not actively involved in asking questions or finding answers will also hear what others are saying and answering and thus learn
- **Attention!** There are classes that find it difficult to agree on evaluation principles and points. Therefore, by knowing the students, the evaluation criteria and points can sometimes be offered by the activity leader, inviting the students to express comments,

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- opinions and jointly agree on the principles and points of the final evaluation
- It is an appropriate method to review topics/subjects previously learned at the beginning of the school year or to review knowledge gained during the current year in preparation for final examinations
 - The facilitator sometimes has to deal with those who cannot lose. These are situations that need to be considered when working with teenagers
 - **Strengths:** very good involvement of some students who are usually passive, promotes team spirit
 - **Weaknesses:** emotional outbursts connected with some students' desire to win

Participants:

- Student groups must be heterogeneous, students cannot choose their own group
- When preparing questions for another group on a given topic, make sure that the askers know or have found the correct answers

Evaluation

The following questions are used to evaluate the activity:

- What new things did you learn? What did you double check or knew from before?
- How was it to work in a team? What caused difficulties and what was easy?
- What was your role in the team? To what extent were you involved in the activity?
- How did you agree on questions?
- What should be considered when formulating questions? Is it easy to form clear and plane questions?
- How did you agree on evaluation criteria in the class?
- Is it easy to evaluate others?

Annex 1 - Examples of dividing a class into teams

Complete the card

1. A paper card is cut into as many pieces as the number of participants in each team
2. There are as many cards as the planned teams. Each team has a different drawing card or color
3. The prepared pieces of all the cards are mixed in a container, hat, or box
4. Each participant pulls out one piece and waits until all the participants have pulled theirs
5. The facilitator gives a command to complete the cards (like in a puzzle)
6. When the cards are completed, the teams are formed

Performing in silence

1. The facilitator announces that from now on no one is allowed to talk. But only listen to the facilitator.
2. The facilitator gives a task to stand in one line in alphabetical order according to the first letter of each participant's name
3. The facilitator must indicate start and end point of the line (letters A & Z)
4. If the first letters are the same, then the sequence is formed according to the second and third letters of the name
5. It is allowed to draw, show, use hands or body movements, but you **MUST NOT SPEAK OR WHISPER**
6. To make the activity more exciting, you can set a time limit, for example: by counting to 15
7. When the line has been formed, check if everyone is in the right place
8. The facilitator, walking along the line, divides it into teams, the first four - one team, the second four - the other team, etc.
9. Alternatively you can give a task to form a line according to the birth dates, street number, mother's name, etc.

Annex 2 - A set of concepts/keywords

Topic “Authoritarianism in Europe. Totalitarian regimes”

- Dictatorship
- Authoritarianism
- Totalitarian regime
- Communism
- Fascism
- National Socialism (Nazism)
- Soviet Union
- Italy
- Germany
- Joseph Stalin
- Benito Mussolini
- Adolf Hitler
- First World War
- The global economic crisis

Annex 3 - An example of a set of pictures for History lesson



Primordial settlement (3400-2300 BC)





Neolithic ceramics