

5. Which Learning Activities Really Work?

● Title: SPOTS

● Themes: Exclusion and cooperation

● **Overview:** Each person is marked with a different colour sticker but they don't see their own colour. They must get together with others in the room with same colour, without talking or writing (or using mirrors!). They debrief and discuss the experience and its significance.

● **Objectives:** To stimulate discussion of the importance of collaboration. To stimulate discussion of exclusion and to relate this to what goes on in society/the world and what we can do about it.

● **Materials:** Sets of small coloured stickers to divide the group up into groups of 4-6 ideally (so 4 or 5 sets of 6 coloured stickers for a group of 24-30). Flip chart to note responses

● Instruction:

1. Pupils sit in circle with their eyes closed.
2. Game leader puts a coloured sticker on everyone's forehead so there are several individuals with the same colour sticker.
3. When everyone has a sticker they can open their eyes.
4. They are then instructed to move around and team up with others of the same colour without talking or writing (or using mirrors!).
5. When all the groups have been formed pupils sit down in groups and discuss their first reactions.
6. Game Leader asks each group in turn to tell the whole group how their group got together.
7. The groups then discuss their feelings: at the start of the exercise, during the exercise and at the end.
8. These feelings are shared and discussed by the whole group.
9. Game Leader asks the pupils what was the point of the exercise, leading into further whole group discussion.

5. Which Learning Activities Really Work?



● Ideas to discuss:

- In this game people were grouped according to a visible feature (colour of spot) – in society, do we group people more by visible features (appearance, age, skin colour, dress...) or by other (invisible) characteristics?
- How did people communicate? Did some people find non-verbal communication harder than others? If so why?
- The importance of cooperation here and more generally in class, school, world etc.
- The range of emotions stimulated by the exercise, especially our very human fear of exclusion (and the importance of being in a group/s).
- People who are excluded, why and what we can do about it

● Extension / development:

Discussion of inclusion/exclusion in school/world and work on bullying, racism, sexism etc.

● Tips / Notes:

Putting the stickers on is the hardest part!

Takes only 10-15 minutes.

Suitable for all ages, including adults.

Useful as an icebreaker, e.g. at first meeting of project partners.

● Title: GLOBAL LINKS JIGSAW

● Themes: Group mixer, globalisation, team cooperation

- Overview: Each person is given a small part of a picture or map. They must find the other people in the room who have the other parts of their picture and stick them together like a jigsaw. The group brought together in this way use the assembled picture as a stimulus to further work and discussion. Felt pens are used to record their ideas around the picture and the results are shared with other groups.

- Objectives: To create mixed working groups within a larger group. To stimulate discussion of global issues. To use a picture as a stimulus to group discussion. To recognise the extent to which lives around the world are inter-dependent.

- **Materials:** Previously prepared, cut up pictures (in this version of the game – use a world map as the picture). One complete map is needed for every 4 – 6 people in the group. Accordingly, each picture needs to be cut up into 4, 5 or 6 pieces. It is important to have the same number of pieces as there are people in the whole group.

Glue and larger pieces of paper to stick the pieces onto, felt pens. With some groups, atlases or internet access may be useful for reference.

- **Instruction:**

1. Game leader gives one piece of picture to each person
2. At a given signal everyone tries to find the other people to complete their picture
3. When each smaller group have all the pieces to complete their picture, they must stick the picture together on a larger piece of paper
4. Game Leader then asks each group to discuss the different ways in which all the members of that group are linked to different countries in the world e.g. Has lived there or has a family member living there, has visited the place, has regular contact with a friend there (email etc.), supports a sports team, is wearing clothes made there.
5. Having identified many links to other countries, the group uses felt pens to show these links on their poster (writing and drawing around the edge, with the jigsaw map in the middle). They must find a way of classifying them (colour coding) to show different kinds of links (e.g. places visited, places lived, family members, products bought etc.)
6. Posters can be displayed for other groups to view, Game Leader may ask each group to count the total number of countries they link with and announce the total.

- **Ideas to discuss:**

- Are you more globally connected than your parents?
- Will your children be more 'global' than you?
- If we have more and more movements and contacts around the world does everyone benefit or only certain people?
- Can we continue to increase air travel for ever? Will electronic communications mean we need to travel less?

5. Which Learning Activities Really Work?



● Extension / development:

The same activity can be done using carefully selected pictures rather than maps. Pictures of people from many different parts of the world can be used. The follow-up activity, with the completed poster, can then be to discuss in the group what are the similarities and what are the differences between you and the person in the picture, try to guess where they live, discuss how it would be to visit them, how would you plan to host a visit from them etc.

Other pictures can be used to stimulate different kinds of discussion – E.G. More symbolic pictures can be selected and groups asked to try to think of ways that the picture could represent what it is like to be a young person living in a European city today – write as many words around the outside of the picture as you can think of.

Another selection of pictures could stimulate a discussion of which human rights could be associated with the picture...

Use the picture as a stimulus to make up a drama or a mime about the theme of the workshop.

● Tips / Notes:

Maps which have simple outlines of country borders make this game easier. Many people find it hard to locate exactly where countries are in the world.

It may be a good idea to wait until you know exactly how many are in the total group before you cut up the pictures.

If the group is large it can be hard to find the other pieces of your jigsaw if all the maps are printed on the same colour paper – to make it easier use two or three different colours.

Make sure that you cut each jigsaw up into different shapes – or the pictures may get mixed up – with people fitting together pieces that 'almost fit'.

If pictures are A4, larger sheets to stick onto can be A3, but bigger is much better – flip chart size paper allows much more room for the second part of the exercise.

Members of some groups are so keen to stay with their friends that they may swop jigsaw pieces as they move around the room. To prevent this, get everyone to pencil their names on the back of the piece when they first get them.

Gender and other mixtures can be arranged if you are careful about how you give out the cut up pieces.