

1.3

EVERYONE HAS A ROLE

1

Targeted skills

Summarize ideas out loud, participate equally, help others to remember ideas, reformulate.

2

Objective

Clarify the roles of the student, teacher and school.



Learning Activity



PREPARATION

Materials for each team

Large sheet divided into four sections
Four differently-coloured markers
Glue, scissors
Four pieces of cardboard (optional)

Cooperative Structure

Cooperative Graffiti

Group Formation

Heterogeneous teams of four students (home groups)



ACTIVITY

Getting started

Each team tries to recall pleasant memories from their experiences at school. In turn, each student calls out a word associated with a pleasant memory until the team has a total of about twelve words.

Teams can also choose a specific theme. For example, one team can focus on teachers, another on field trips, outdoor games, school projects, classroom dynamics and so on. This is followed by pooling the groups' ideas by asking each one to state its main idea.

Procedure

Pass out a large sheet on which the four main questions are written:

What is the role of the student?

What is the role of the teacher?

What is the role of the school?

What conditions are needed to ensure a well-run classroom?

This is based on the procedures of the Cooperative Graffiti structure (see illustration on page 25).



FEEDBACK

Feedback on what was learned

The blackboard is divided into four sections, matching the four questions on the sheet. Each team stands in front of the section with their assigned question. The student cuts out the question from the sheet and displays it on the appropriate section on the board. Meanwhile, the teacher compiles a list of elements that arise most often in each team for each subject.

Students attempt to answer these questions either individually or as a group: What concrete things can I do to respect my role as a student? What concrete things can I do to ensure the class is well run?

Feedback on the cooperative process

Students attempt to answer these questions: How does the Cooperative Graffiti structure help us cooperate? How could we improve it?



Reflections

This activity should be done at the beginning of the year. It can also lead to the development of a Classroom Code.

The answers given to the various questions can be copied on the cardboard sheets and displayed in the class. The sheets of cardboard are a work in progress. New elements may have to be added during the year. It is recommended that you take them down after a while, bringing them out only when students need to be reminded.

Illustration of Cooperative Graffiti

