

Collection of

CREATIVE ASSESSMENT ACTIVITIES



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The Art of Teaching

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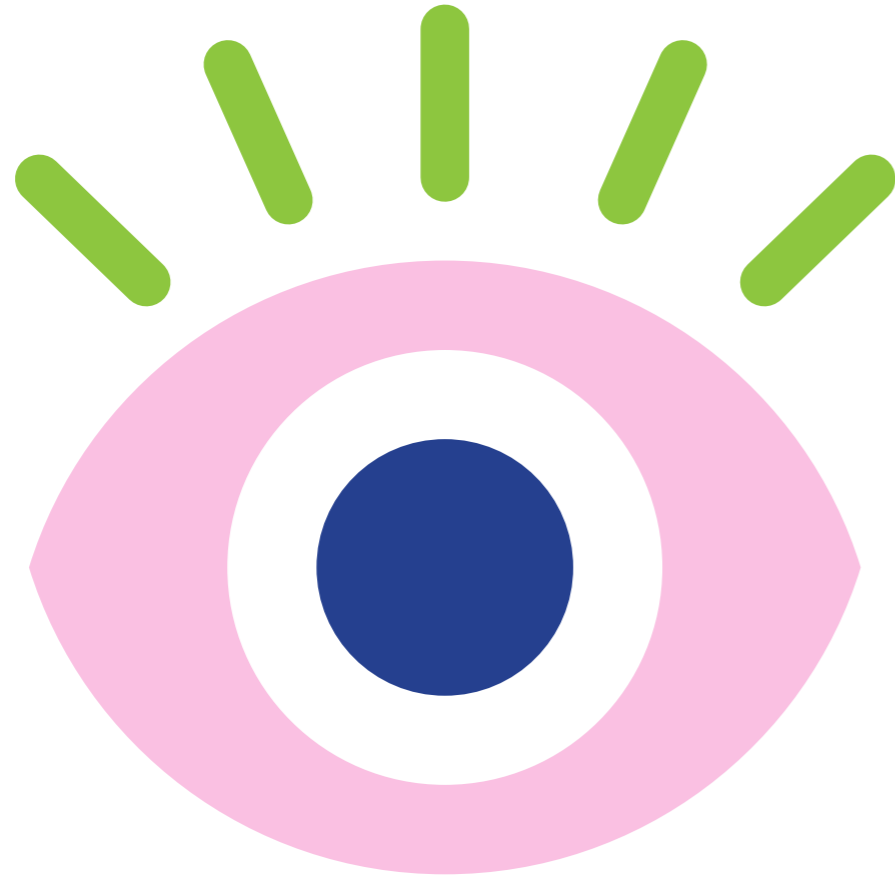
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 **THE ART OF
TEACHING**

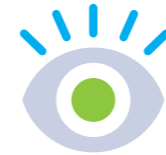
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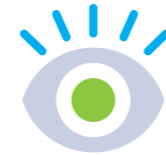


Collection of creative assessment activities

This collection is designed with a dual purpose in mind: to empower educators with creative tools for assessing both the school climate and participants' understanding of school content. By integrating innovative activities into your teaching approach, this collection aims to enhance the overall learning experience and contribute to continuous improvement in the classroom.




The first part of this collection is dedicated to activities that focus on assessing the school climate. These activities are carefully crafted to help educators identify areas for improvement in the classroom environment. Through thoughtful reflection on lessons, educators can recognize connections made during lessons, pinpoint highlights, and acknowledge the level of inclusion in their classrooms. Importantly, this section also encourages a critical examination of what didn't go well during lessons, fostering a constructive approach to refining teaching methods.



The second part is dedicated to activities assessing the understanding of school content, with a particular emphasis on language, science, and humanities. Each section provides practical examples of activities tailored to the specific topic, offering educators a comprehensive toolkit for evaluating participants' comprehension. The primary goals include checking the level of understanding, identifying areas for improvement, and recognizing what has been successfully learned.

This collection is more than just a set of assessment activities; it serves as a valuable tool for educators to evaluate their work within the class. The activities presented here are not rigid templates but flexible examples that can be adapted, upgraded, and seamlessly integrated into various classroom contexts. Our hope is that this booklet will prove to be an invaluable resource, sparking creativity and innovation in your assessment practices. May it inspire meaningful insights and positive transformations in your teaching journey.

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1.

ASSESSMENT ACTIVITIES FOR SOCIAL CLIMATE

The first part of this collection is dedicated to activities that focus on assessing the social climate. These activities are carefully crafted to help educators identify areas for improvement in the classroom environment. Through thoughtful reflection on lessons, educators can recognize connections made during lessons, pinpoint highlights, and acknowledge the level of inclusion in their classrooms. Importantly, this section also encourages a critical examination of what didn't go well during lessons, fostering a constructive approach to refining teaching methods.

Top and Flop

Introduction:

The participants think of two moments about their position in the group during the lesson, which they present as a statue.

Resources:

/

Number of participants:

whole group

Instructions:

1. Instruct the participants to think of two moments of the lesson: one they liked (TOP), one they didn't like (FLOP). They have to recreate these moments as statues.
2. All participants position themselves in the room; first in their TOP, then in their FLOP position.
3. The facilitator goes around and tips the participants on the shoulder. One participant after the other says a word or a sentence according to their statue.



Hidden Compliments

Introduction:

Participants tape a paper plate to each others' backs with masking tape. The task is to write appreciation and praise on the paper plate to classmates.

Resources:

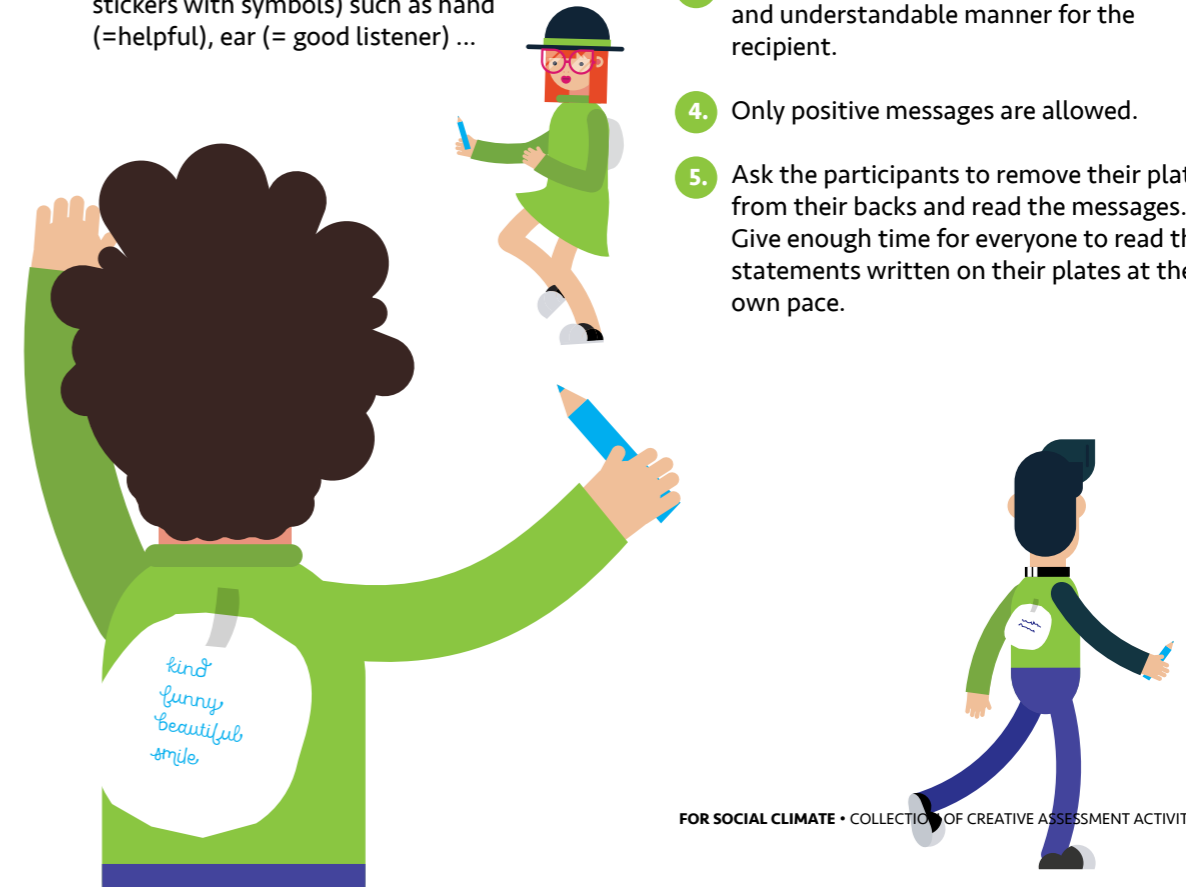
paper plates, pencils, masking tapes

Number of participants:

whole group

Variation:

Give a list of symbols on the board (or stickers with symbols) such as hand (=helpful), ear (= good listener) ...



Instructions:

1. Give each participant a paper plate and a pencil and instruct them to tape it to each other's backs with masking tape.
2. Instruct them to walk around the room and jot down on a paper plate what each participant contributed to the lesson content, including questions, information, proposals, appreciation, and praise for their classmates. You can thank someone for something or highlight their qualities (good listener, helpful, ...).
3. The message should be written in a clear and understandable manner for the recipient.
4. Only positive messages are allowed.
5. Ask the participants to remove their plate from their backs and read the messages. Give enough time for everyone to read the statements written on their plates at their own pace.

Drawing Together

Introduction:

An easy activity in which the whole class draws one picture together. As each participant takes their turn, a sense of community and accomplishment is created. This can be especially helpful at the end of a session. Also, it provides a shared artistic conclusion to the experience.

Resources:

one big piece of paper, one pencil

Number of participants:

whole group

Instructions:

1. Hang one big piece of paper on the wall.
2. Participants take turns, one after the other, drawing something they associate with the previous activity or day.
3. The activity concludes when each participant has contributed a drawing to the paper.



My Experience as a (weather) Symbol

Introduction:

Find out how participants feel about specific activities or one session. Encourage them to use symbols which can help them to express their feelings.

Resources:

cards with weather symbols (make sure to have multiple cards per symbol so more participants can choose the same one)

Number of participants:

whole group

Instructions:

1. Place the cards with weather (or any other) symbols on the floor and have the group gather around them.
2. Each participant selects a symbol that best represents their experience with the activity or workshop and stands next to it.
3. Those who wish to can explain their choice of symbol.



Choose-Pass-Describe

Introduction:

Gain insights into various aspects of the activity and understand how participants experienced specific aspects.

Resources:

Use large cards with various words or emojis that can be used to express the participants' feedback on the activity, such as fun, laughter, unpleasant, boring, exciting, surprising, awesome, and irritating. Also, include a ball or object that can be thrown around.

Number of participants:

whole group

Instructions:

1. Ask all the participants to stand in a circle and place the large cards with different words or emojis related to the activity on the floor.
2. A participant selects a word or emoji by naming it.
3. The participant then passes the ball to another participant, who can share a situation in which they experienced that specific feeling in the context of the activity.
4. The second participant chooses a new word or emoji, names it, and passes the ball to another participant.
5. This continues until everyone has had a turn.



Ping-Pong Reflection

Introduction:

This activity gives you the opportunity to hear both positive and negative experiences from the participants. Expressing and hearing positive aspects can increase identification with the activities, while formulating negative thoughts can convey a sense of being taken seriously. This activity can be used as a warming-up activity or to wrap up a session.

Resources:

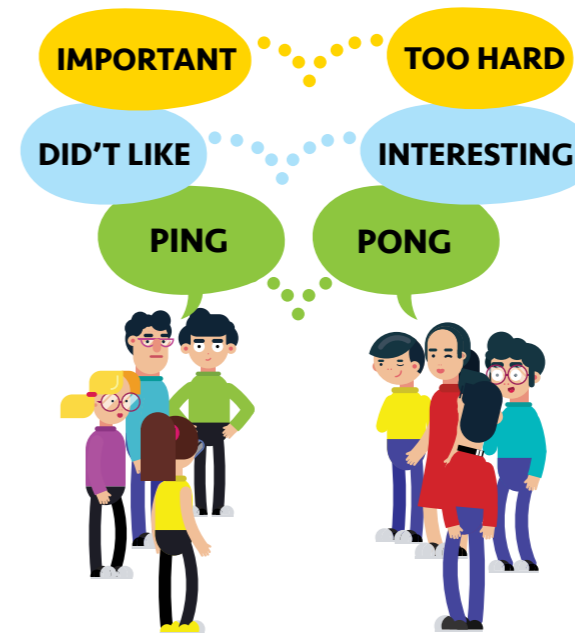
/

Number of participants:

whole group

Instructions:

1. The class is divided into two groups.
2. Arrange participants from both groups to sit or stand opposite each other.
3. Assign one side the task of expressing something positive, while the other side gets to name a negative aspect.
4. The participants can mention issues they did not like/find interesting/important/educational etc. Each participant takes turns one after another, without interruption. As soon as one participant says his/her thought it switches over to the other side creating a "Ping-Pong" exchange between the two sides. Each participant gets one turn to say what they liked and one turn what they did not like. To add complexity, you may decide that participants cannot repeat what has already been said.



Secret Vote

Introduction:

Find out what participants think about a specific topic such as inclusion. Anonymous rating allows everyone to express their individual feelings without fear of detection on, for example, the degree to which they felt included.

Resources:

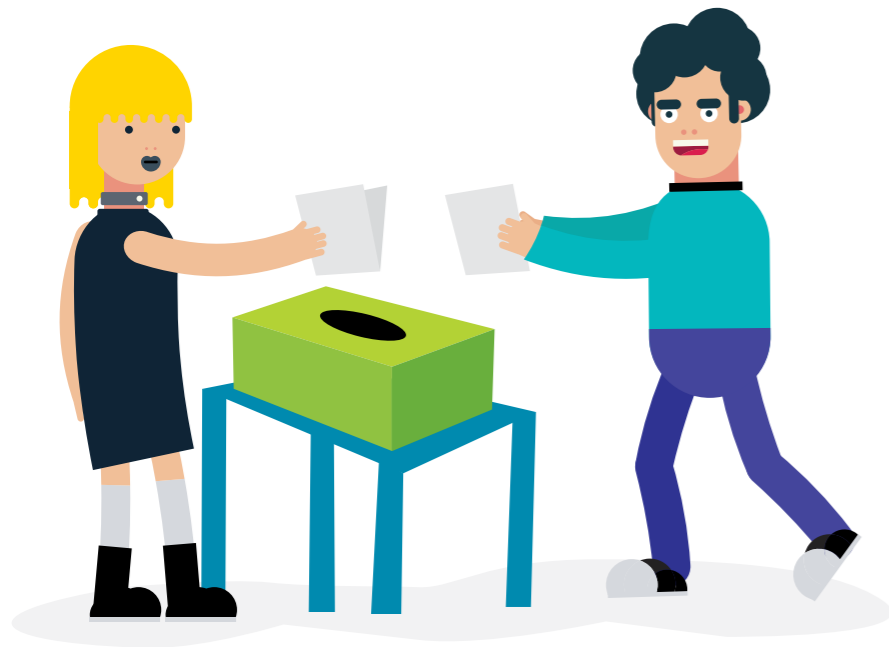
paper and pens for all participants, one box

Number of participants:

whole group

Instructions:

1. Ask a scale question, for example: "To what extent did you feel included in the previous activity? Please choose a number between 1 (very low) and 10 (very much)."
2. On a piece of paper, the participants write a number, reflecting their impression, and place the paper into the box.
3. When all the participants have placed their papers in the box, you can open the box and discuss the results with the class.



Traffic Light

Introduction:

The game is excellent for participant assessment of the social atmosphere in the classroom. Participants can show their traffic lights to others and compare them. They can hand them to the facilitator who can mix them up and display them to everyone, or they can keep them for themselves. It can be used for a group or an individual. Participants can either draw a traffic light on the paper, or the facilitator can prepare materials.

Resources:

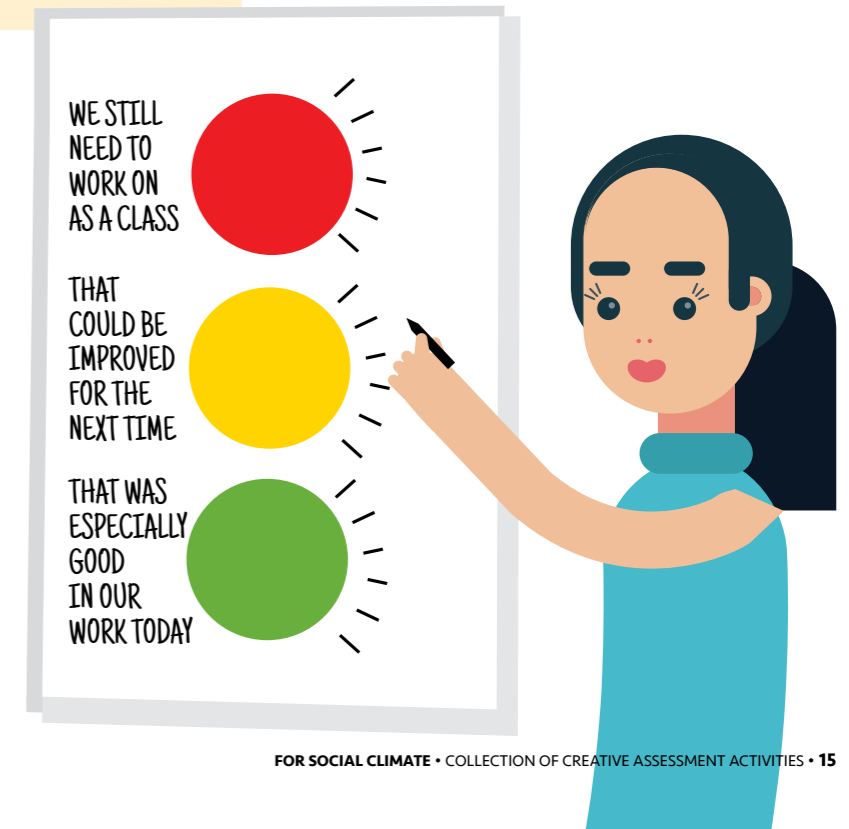
paper, crayons, or markers

Number of participants:

individual

Instructions:

1. Draw a traffic light on the paper.
2. Inside the red circle, write about what we still need to work on as a class.
3. Inside the yellow circle, note anything that could be improved for the next time.
4. In the green light, write everything that was especially good in our work today.



Statue

Introduction:

The participants use their bodies, facial expressions, and positioning in space to express their feelings about a given subject. Each participant creates a personal statue in response to specific questions or topics (depending on the purpose of using this drama technique). The purpose of this game is to elicit instinctive, quick, and non-verbal feedback on a subject, theme, lesson, or other relevant content.

Resources:

/

Number of participants:

individual



Instructions:

1. The facilitator asks the participants to find sufficient free space for movement.
2. Once the participants have settle into the space, the facilitator announces the statements, which are selected according to the purpose of the activity's use, for participants to self-evaluate and create a statue accordingly. Examples of statements include:
 - I start my work on time.
 - I complete tasks.
 - I actively participate in our work.
 - I calmly explain my opinion.
 - I help others.
 - I accept all members of the group.
3. Participants respond to each statement by forming a statue using their bodies to express their self-evaluation within their group.



Thoughts in the Head

Introduction:

One participant sits while two others, taking on roles of angel and devil, stand nearby. The angel and the devil give advice to the sitting participant based on their respective characters. After some time, having heard the devil's and angel's arguments, the participant stands up and loudly presents their decision. The purpose of this activity is to encourage participants to propose arguments and make decisions based on those arguments.

Resources:

one chair

Number of participants:

small group

Instructions:

1. Three volunteers from the class come forward. One of them takes a seat in the chair, while the other two stand on either side.
2. The volunteers decide who will play the role of the angel and who will be the devil. The angel advocates the right solution, and the devil advocates chaos.
3. The participants playing the roles of angel and devil can ask a question related to a certain topic (e.g.: "Do you think we respect other people's opinions in this class?" or "Should we change anything in our attitude towards others?", etc.)



Role on the Wall

Introduction:

This evaluation technique combines the Role on the Wall drama technique with written responses in order to evaluate the social climate in the classroom.

Resources:

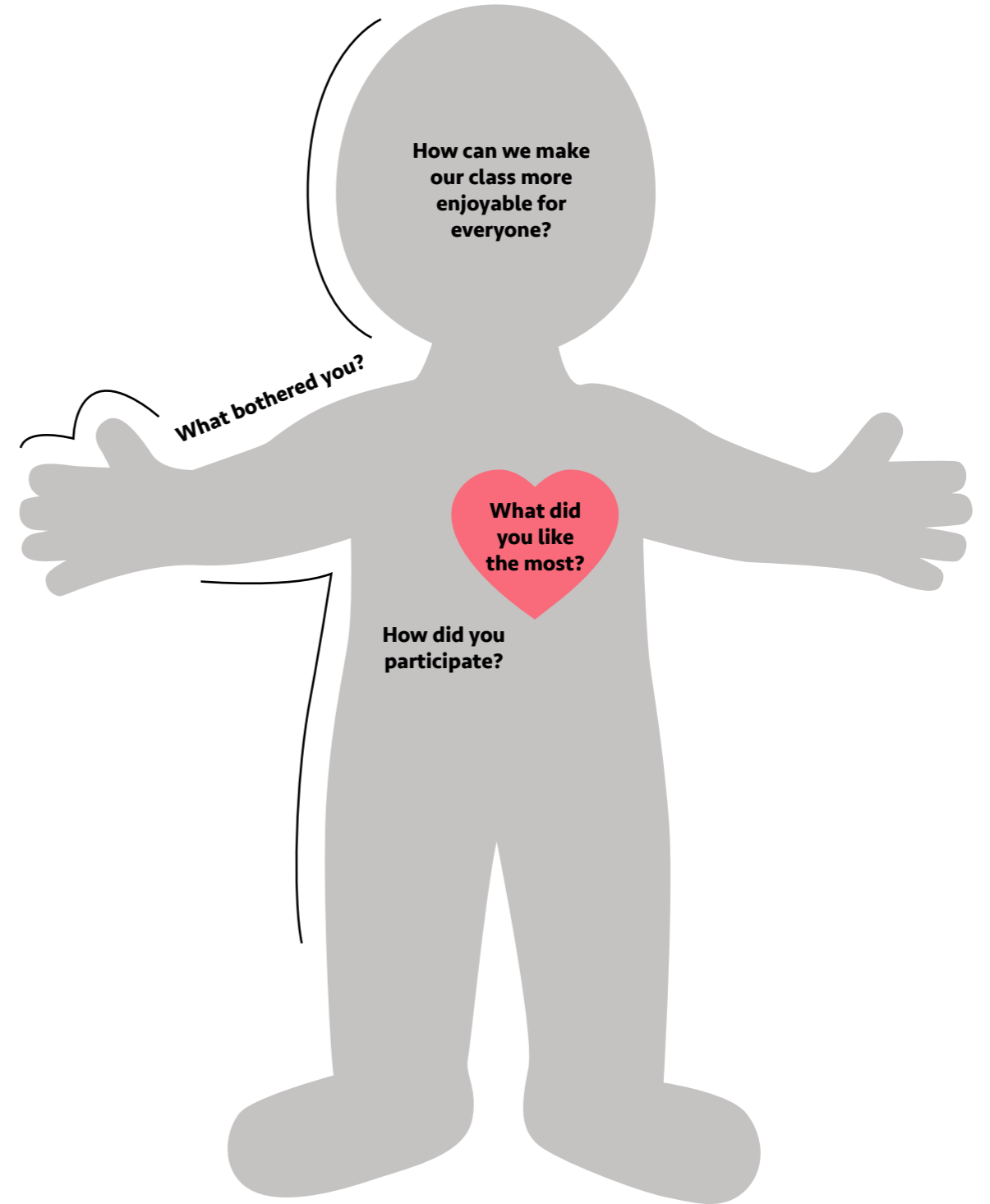
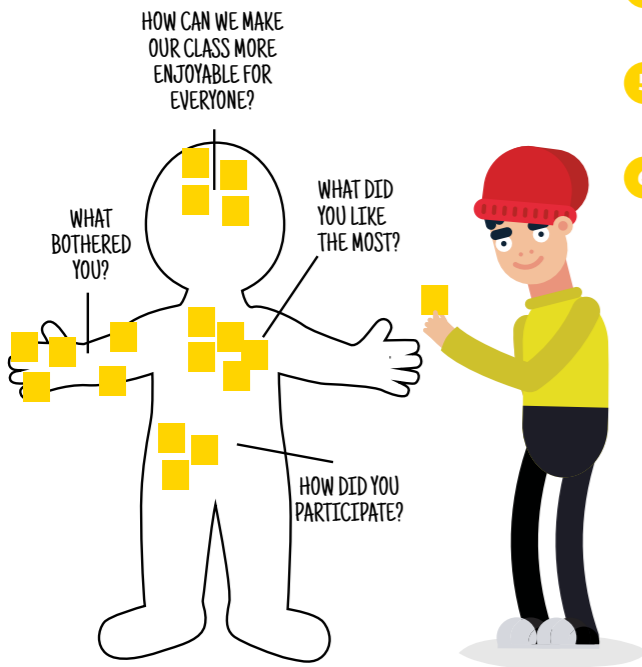
A4 paper with printed role on the wall, big poster with the role on the wall, sticky notes in different colors, pens

Number of participants:

individual and whole group

Instructions:

1. Give each participant an A4 paper with the printed role on the wall.
2. Instruct them to write their responses to the evaluation questions in the designated areas: "How can we make our class more enjoyable for everyone?" (in the head), "What did you like the most?" (in heart), "How did you participate?" (in the body near the heart), and "What bothered you?" (around the shape).
3. Provide them with sticky notes in different colors and ask them to copy their responses onto the sticky notes.
4. Instruct them to stick their responses on the big poster with the role on the wall.
5. Encourage them to share and discuss their responses with their peers.
6. By using this technique, participants will be able to reflect on their learning, share their thoughts with their peers, and provide valuable feedback on how they felt during the lesson.



Palm Assessment

Introduction:

The Palm Assessment activity is designed to evaluate the school environment. The participants use the outlines of their hand to answer questions about their feelings during the lesson. Their assessment focuses on areas for improvement, connections made, challenges encountered, highlights, and positive outcomes.

Resources:

markers, worksheet or A4 paper for each participant

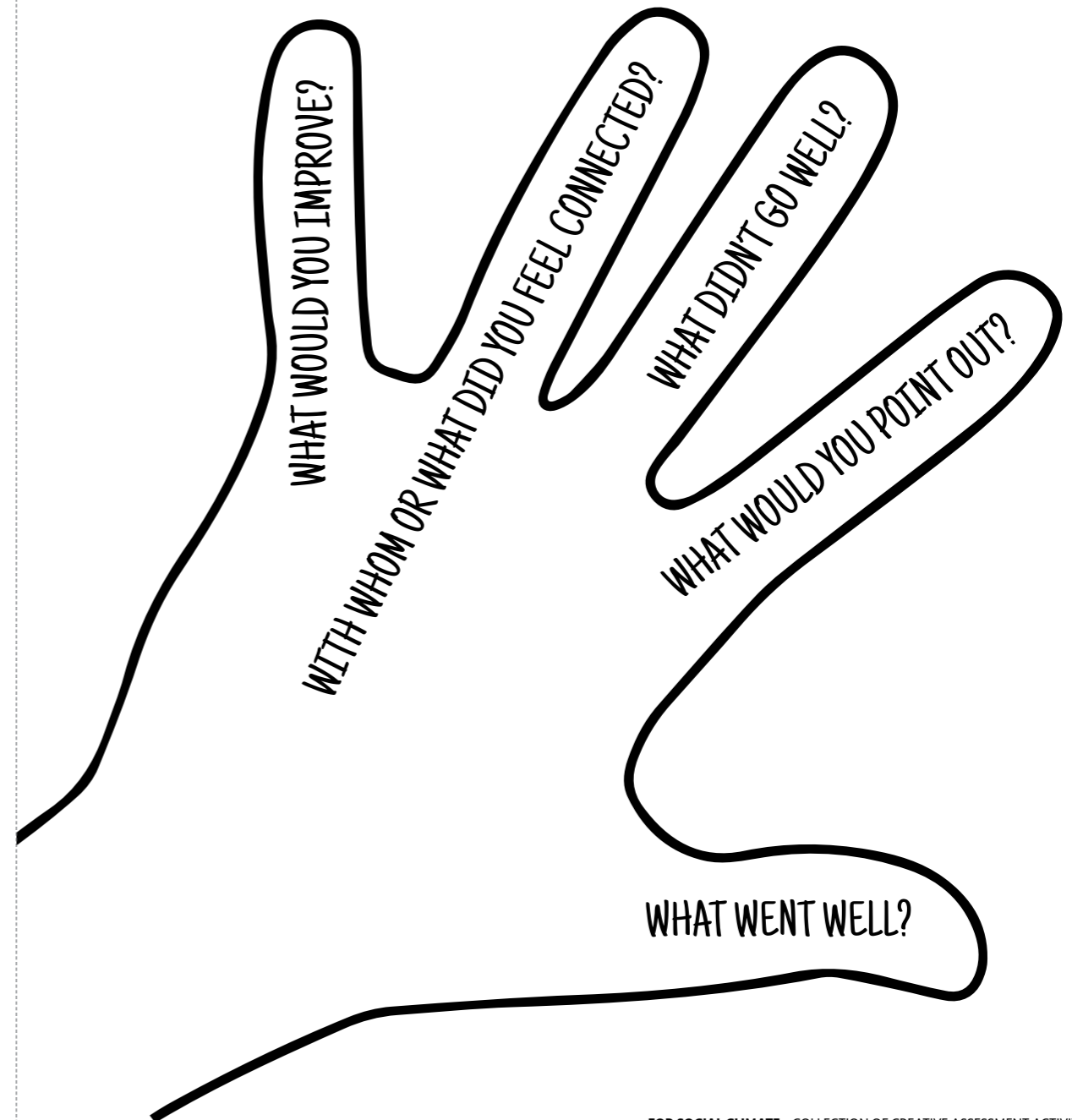
Number of participants:

individual



Instructions:

1. Explain to the participants that they will be using the outlines of their hands to reflect the lesson.
2. Provide each participant with a copy of the worksheet or ask them to draw the outlines of their hands on the paper.
3. Explain the questions associated with each finger on the hand outline:
Little finger: What would you improve?
Ring finger: With whom or what did you feel connected?
Middle finger: What didn't go well?
Index finger: What would you point out?
Thumb: What went well?
4. Give participants 10-15 minutes to reflect on their experiences and answer the questions for each finger on the worksheet.
5. Ask the participants to share their responses in pairs or small groups, encouraging discussion and reflection.
6. After the small group discussion, ask a few participants to share their responses with the larger group.



Expressing your Emotions

Introduction:

In this evaluation activity, we will use eight different emojis to represent and express our emotions. Emojis are fun and visual ways to communicate how we feel. By using emojis, we can easily share our emotions and thoughts.

Resources:

a chart or display with eight emojis representing different emotions

Number of participants:

individual



Instructions:

1. Prepare a set of emoji cards or print out a sheet with different emojis representing different emotions.
2. Introduce the chart with eight emojis representing different emotions. Briefly explain each emotion associated with the corresponding emoji.
3. Give participants a specific event or activity to evaluate. For example, you could ask them about their feelings during a particular class, a group project or a trip.
4. Ask the participants to select the emojis that best represent how they felt during the given activity. Encourage them to think about their emotions and choose the emoji that matches their experience the most.
5. Discuss their choices: once the participants have chosen an emoji, ask them to explain why they selected that particular emoji. Encourage them to share their thoughts, feelings, or any specific moments that influenced their choice. Listen and ask follow-up questions to gain a deeper understanding.
6. Ask open-ended questions to stimulate further conversation, such as:
 - Why did you choose that particular emoji to represent your emotion?
 - Can you provide an example or describe a situation that made you feel that way?
 - Did anyone else have a similar or different emotion?

Group Sculptures

Introduction:

The participants use their bodies, facial expressions, and positioning in space to express how they felt about a lesson. The purpose of the method is to generate an instinctive, quick, and non-verbal feedback/response to a lesson by using a drama technique that can be very helpful with participants who are shy and/or have problems with verbally expressing themselves.

Resources:

/

Number of participants:

whole group



Instructions:

1. Ask the participants to make a statue or group sculpture in response to the following questions or topics: a) Which activity did you enjoy most? b) Which one was difficult for you? c) Was there anything new for you? d) What was not new, but was used in a completely different way than you've known before? e) Which activity did you find most useful?
2. Begin with one participant entering the space and creating a statue.
3. The others join the first student, one by one, positioning themselves in relation to him/her. For instance, if a participant "agrees" with what those before them suggested, they can repeat or join in with a slightly different version (e.g., a student was feeling relaxed and lies on the floor with their eyes closed, another can lie beside them or find another relaxing pose). They can also inhabit another 'character' in the scene (e.g., a teacher reading a story while the students lie relaxing); if they "disagree", they can make a contrasting statue (e.g., a student stands nervously beside the relaxed one).
4. It is also alright if the participants have completely different responses and choose their position based solely on spatial relations, but they will most likely be influenced by what they saw the others do.
5. Once the entire group is part of the group sculpture, the facilitator can ask additional questions for deeper insight.

Fortunately/Unfortunately

Introduction:

Fortunately/unfortunately is a game in a circle where the participants can express their opinions or share facts using a structured sentence by sentence pattern. This game gives everyone the opportunity to think of positive and negative aspects and can be used to express how they felt/what they thought during the lesson.

Resources:

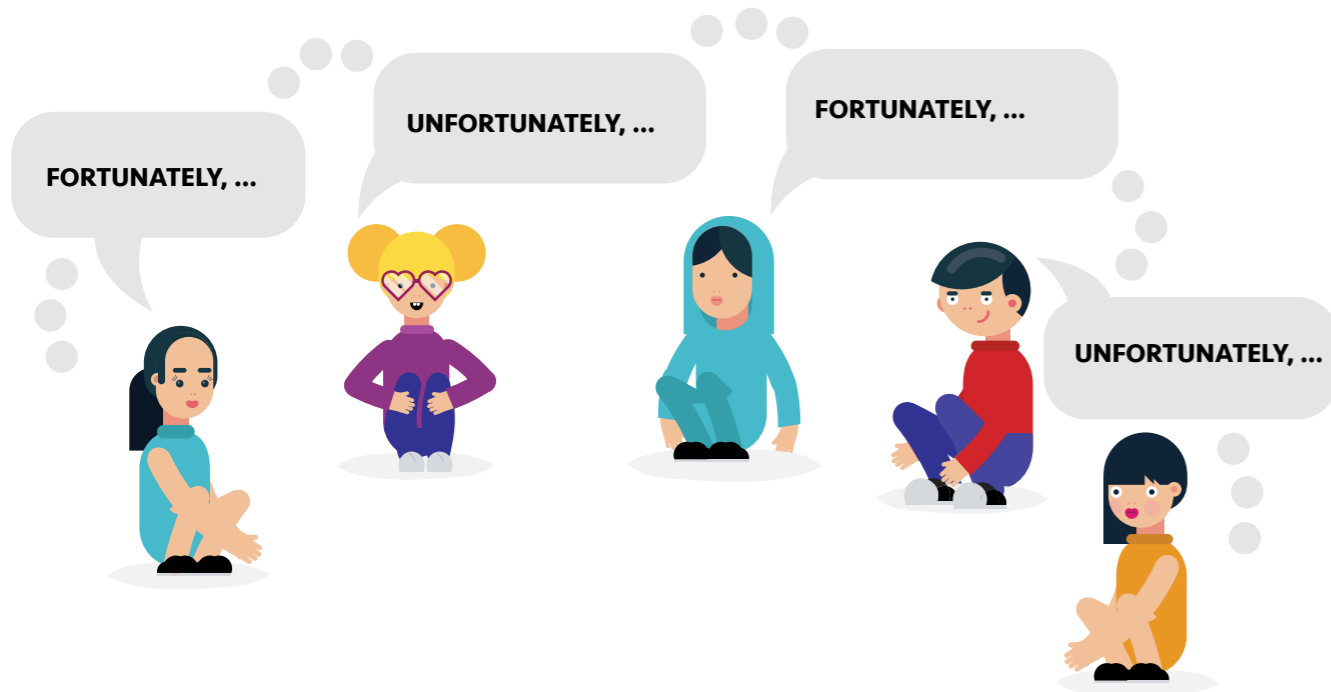
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Number of participants:

whole group

Instructions:

1. The participants sit in a circle.
2. The facilitator starts a story, for example: "Today I came to school 20 minutes earlier than usual..."
3. The participant sitting to their right responds with: "Fortunately, ..." (e.g., "there were already ten other people there").
4. Continuing, the next participant to the right adds: "Unfortunately, ..." (e.g., "I forgot my lunch at home").
5. The participants then switch between fortunately/unfortunately round the circle.



A Message to my Friend ...

Introduction:

This is a game where everybody is given a chance to compliment other members of the group. The goal is to establish a positive group dynamic, focusing on other people's values and to create a safe-space for expressing personal feelings/attitudes towards one another. This game is particularly beneficial for individuals who find it challenging to both give and receive compliments in a social setting (for various reasons) and this allows them the opportunity to 'send' a private message to somebody. Also, while focusing on the positive, the game offers a chance to notice something very special about another person, which others may not see - and to learn something about yourself that you might have not noticed either.

Resources:

paper for each participant

Number of participants:

whole group

Variation 1: Each participant is given an envelope that they paste somewhere on the wall.

Variation 2: A Letter to my Facilitator - where participants are encouraged to write comments, wishes, critical remarks for their facilitator.

Instructions:

1. Each participant writes their name at the bottom of a piece of paper.
2. The papers are passed around and everybody writes a sentence or two about the person whose name is on the paper. It can be anything from "I like your shirt." to "You really helped me in exercise so-and-so."
3. It is important for every participant to fold the paper after writing, leaving only the name on the bottom visible. This is to ensure that everybody gives their own opinion, without being influenced by what has been written.
4. The participants take the letter with them to read privately at home or whenever they choose. The letters are not meant to be discussed.
5. At the end of the workshop all the participants have to write a short post-it note for every other participant and put it in the respective envelope.
6. This can also be done at the end of every session or every day, and the participants can be encouraged to write something whenever they want during the session.



2.

ASSESSMENT ACTIVITIES FOR CURRICULUM SUBJECTS

The second part is dedicated to activities assessing the understanding of school content, with a particular emphasis on language, science, and humanities. Each section provides practical examples of activities tailored to the specific topic, offering educators a comprehensive toolkit for evaluating participants' comprehension. The primary goals include checking the level of understanding, identifying areas for improvement, and recognizing what has been successfully learned.

2.1.

ACTIVITIES FOR LANGUAGE

Circle Training with Parts of Speech

Introduction:

Participants name parts of speech (nouns, verbs, adjectives, prepositions) moving in an inner and outer circle.

Resources:

15 cards for the half group with different examples of nouns (5 cards), verbs (5 cards) and adjectives (5 cards). Each card contains up to five examples.

For example:

A (nouns) school, facilitator, classroom, desk, window

B (verbs) ask, learn, write, sit, speak, listen

C (adjectives) clean, dirty, loud, difficult, easy

Number of participants:

whole group.

Variations:

When the facilitator signals to stop, the experts on translation (outer circle) have to translate into their mother tongue.

When the answer is correct, the participants (outer circle) can sit down

Instructions:

1. Divide the participants in two equal groups, for example, 15 in each group, and line them up in an inner and an outer circle. Instruct them to move in opposite directions. Distribute one card to each participant of the inner circle.
2. When the facilitator signals to stop, the experts on parts of speech (outer circle) must identify the correct part of speech, for example, saying "verb", when they hear the word "ask" from the opposite participant in the inner circle.
3. After six (or more) rounds the inner and outer circle switch roles and tasks.



Circle Training with Vocabulary

Introduction:

Participants name nouns or verbs regarding specific topics such as “my room”, “kitchen”, “hobbies”, “school”, “computer” ... while moving in an inner and outer circle.

Resources:

cards for the half group with different terms of well-known places/situations such as “my room”, “classroom”, “kitchen”, “public transport”, “parks”, etc.

Number of participants:

whole group

Instructions:

1. Divide the participants into two equal-sized groups and line them up in an inner and an outer circle. Instruct them to move in opposite directions. Distribute one card to each participant of the outer circle.
2. When the facilitator signals to stop, the participants in the outer circle have to ask the participant in front of them (from the inner circle) for three objects that can be found in a certain place (“What is in your room?” – “There is a bed, screen, mirror”).
3. After six stops, the participants in the outer circle ask the participant in front of them to name up to three activities they can do in their place (“What can you do in a park?” – “I can walk, meet my friends, play football”).
4. After several stops the inner and outer circle switch tasks.



Take Up and Dance (Pre-)Positions

Introduction:

Participants position themselves and a chair in pairs illustrating different prepositions (behind, in front of, under, upon, between, beside, above).

Resources:

4 x 7 cards with prepositions of place (behind, between, in front of, under, beside, upon, above) for 28 or less participants, a chair for two participants (14 or less)

Number of participants:

in pairs

Variation 1:

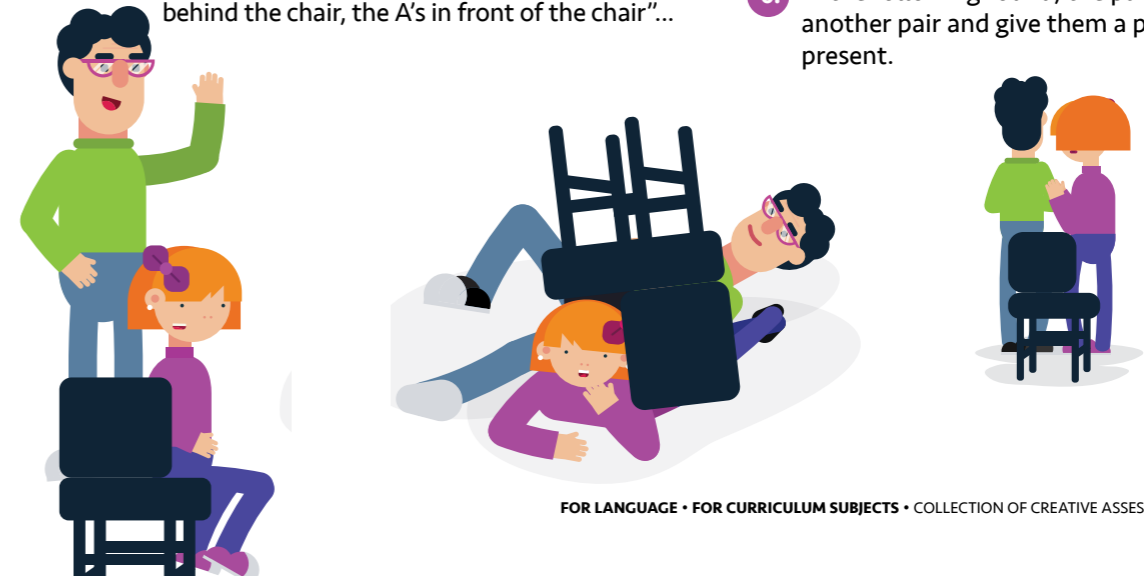
The facilitator leads a sequence of movements with the prepositions, after some training, accompanied by rhythmic music.

Variation 2:

The participants name themselves as A and B. The facilitator calls, for example: “All A’s sit upon the chair, all B’s sit upon A’s” – “Bs goes behind the chair, the A’s in front of the chair”...

Instructions:

1. Divide participants in pairs, instruct each pair to take a chair and form a circle (or stand so that you can see the next pair).
2. Distribute the cards so that each pair gets a preposition.
3. Give participants the task to present their preposition in a still image: For example “Between” - the chair could be set up between the two participants.
4. The next pair has to describe the still image using the correct preposition, for example “Marek is beside the chair” or “The chair is between Marek and Mascha.” The next pair describes the still image of Marek and Mascha, and so on in turn.
5. In the next round, the participants choose a different preposition for their still image and call up a classmate to describe it.
6. In the following round, the participants call another pair and give them a preposition to present.



Traffic Light

Introduction:

The game is an excellent and simple tool for participants' self-assessment and comparing their self-assessment with that of their peers. It can be used for participants to evaluate their knowledge after processing the comparison of adjectives. Participants can show their traffic lights to others and make comparisons with other participants; the participants can hand them to the facilitator, and who can mix them up and display them to everyone, or they can keep them for themselves. It can be used for a group or an individual. A traffic light is drawn on the paper by participants or facilitator can prepare materials.

Resources:

paper, crayons or markers

Number of participants:

individual

Instructions:

1. Draw a traffic light on the paper.
2. In the red light write everything you have not understood about the lesson.
3. In the yellow light write everything you need additional clarification on.
4. And in the green light everything you have understood and learned.



Group Story

Introduction:

The participants stand in a circle and the facilitator initiates a story, such as Little Red Riding Hood. The goal of the activity is for the group to retell the story. However, in this activity it becomes important to determine "good measure", that is, not telling too much so that everyone has enough text to continue the story, but also not telling too little and leaving too much text for others. In addition, the technique is good for encouraging active listening and linguistic expression.

Resources:

/

Number of participants:

whole group

Variation:

If the participants do not manage to form a sentence as a group, the class can be divided into two or three smaller groups in the initial phase of applying the technique.

Instructions:

1. The facilitator and the participants standing in a circle.
2. The facilitator starts with saying the few opening sentences of the story.
3. The participant next to the facilitator continues the story, trying not to say too much, but not too little either.
4. And so the joint retelling continues until the end of the story and the circle. The last participant finishes the story.



Content Memory: Language Edition

Introduction:

In this activity, participants have the opportunity to enhance and reinforce the vocabulary they've learned in a language. Participants can strengthen the content learned by identifying pairs. They are encouraged to think about the content learnt in a different way and connect it logically.

Resources:

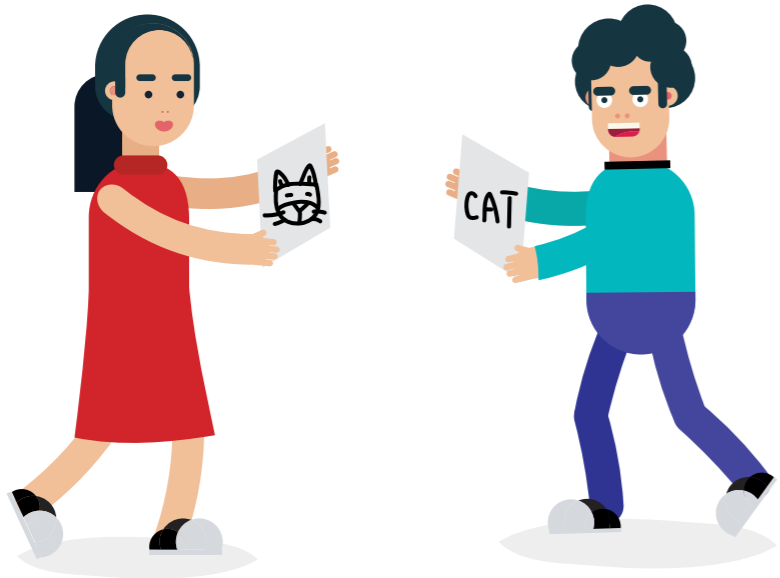
printouts of pairs of one word and a picture of it

Number of participants:

whole group

Instructions:

1. Each participant gets a printout.
2. While the music is playing, the participants move around and show each other their printouts.
3. When the music stops, pairs have to locate and run to each other.
4. In the next round, all printouts are placed on the floor, the facilitator mixes them, and each participant picks a different one.
5. The activity continues until the facilitator senses that the participants have exchanged most printouts/or have grasped the content.



Word Scramble

Introduction:

A miming game for learning words or revising newly acquired terms/concepts. It is used to revise the meaning of new words or check whether the newly acquired terms/concepts are understood.

Resources:

paper, pen, scissors, envelopes

Number of participants:

whole group, in pairs

Variation:

The participants make up their own lists of words for other pairs in the class.



Instructions:

1. Write words that you want the participants to revise on a piece of paper and cut them up into the letters.
2. Put each word into an envelope.
3. Divide the participants into pairs and give each pair an envelope. Ask them not to open the envelopes until you say.
4. The participants open their envelopes at the facilitator's mark, all at the same time. First, they need to put the word together.
5. The first pair that manages to put their word together, raises their hands.
6. That pair tries to explain by using mime what their word is. They continue with miming until another pair gives the correct answer.
7. They choose another pair to show their word.
8. This is repeated until all the pairs have completed the exercise.
9. Points can be awarded to pairs who give correct answers first.

Checking Reading Comprehension

Introduction:

After reading the story, each participant is given a part of the text on paper. They are then arranged in a line so that the participant with the beginning of the story is at one end of the line and the participant with the end of the story at the other end of the line, with the participants in between placed in order of the content. Each participant takes turns reading their assigned part of the story.

Resources:

The facilitator cuts the paper with the text into as many pieces as there are pupils. Adhesive tape for the line.

Number of participants:

whole group

Instructions:

1. The participants walk around the classroom evenly spaced and come to a stop. The facilitator asks them to close their eyes and tosses pieces of paper containing parts of the story into the air. The participants are then instructed to pick up the paper which is closest to them.
2. The facilitator draws a line with the sticky tape and instructs the participants to arrange themselves along the line. The participant holding the beginning of the story is placed at one end of the line and the one with the end of the story is positioned at the opposite end. The rest of the participants find their places in between, creating a living sequence that mirrors the story's order.
3. Once the pupils are lined up, they read the story.



2.2.

ACTIVITIES FOR THE HUMANITIES

Spatial Orientation in a Rough Map

Introduction:

The participants investigate important buildings and monuments in their village, town, city or neighborhood and position themselves on a city map.

Resources:

Photos of important buildings and monuments mentioned during the course. A large-scale rough outline of the vicinity of the participants' town/village.

Number of participants:

whole group

Instructions:

1. After exploring buildings and monuments in their surroundings, the participants, organized into groups of three or four, get cards with photos of the mentioned places in their town and position themselves within the large outline of their village or city quarter.
2. In the presence of a group of visitors, the participants describe the characteristics of the assigned building, its historical and current usage, and provide directions on how to locate the monument, etc.



Orientation in a Timeline

Introduction:

The participants learn about the four seasons or special dates in a year (public holidays, religious feasts, shrovetide, annual customs, etc.) They have to position themselves on a timeline.

Resources:

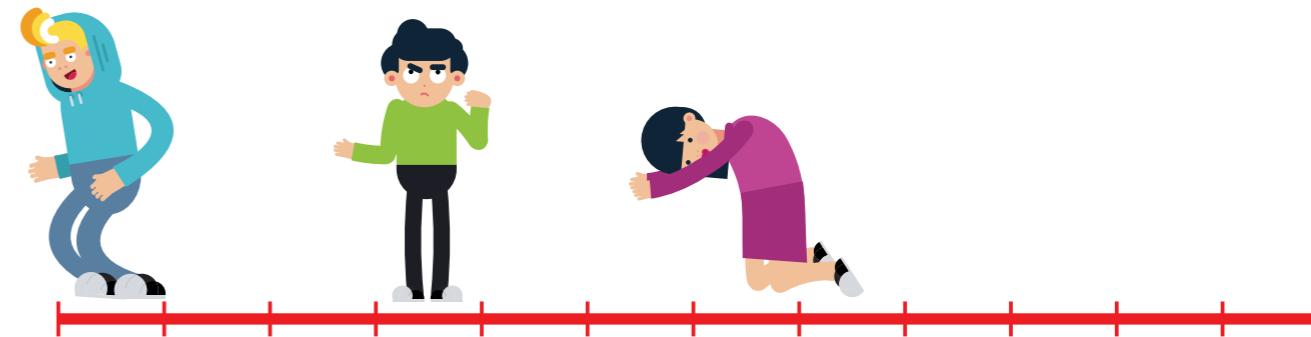
timeline made with masking tape (12 months) and cards with annual events

Number of participants:

whole group

Instructions:

1. After exploring the seasons or annual events, the participants, organized in groups of four or more, elaborate statues of typical activities in the four seasons or the customs and religious feasts.
2. The facilitator presents a timeline covering the time between January and December. The participants present their statue.
3. The other participants comment on the meaning of the statue and propose a position on the timeline.
4. The participants as statues position themselves on the indicated place on the timeline and comment on their statue and the characteristics of their season or event.



Museum of Occupations

Introduction:

The participants choose a profession from a previously prepared list of professions and prepare a short monologue with which they introduce the other participants to the peculiarities of that profession. Speaking from the role, participants describe the chosen profession and emphasize its special features.

Resources:

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Number of participants:

whole group

Instructions:

1. The facilitator divides the participants into two groups.
2. Based on the acquired knowledge and the internet, the participants create short monologues of the character they are playing.
3. They also design a statue that best represents the chosen character.
4. The facilitator can initially play the role of curator (and later the participants can also take over this role). The exhibits of one group are frozen, and the other group represents museum visitors. When the group led by the curator reaches the statue, the curator "turns it on" with a touch and then the figure says the monologue.
5. After visiting one museum, the roles may switch, where exhibits become visitors, and visitors become exhibits in a new museum.



Silent Discussion

Introduction:

Initiate a discussion on a specific topic such as the climate crisis without using words. The activity encourages participants to produce free expression of experiences and commenting on the experiences of others. Expressions of thoughts will be issued through writing and without spoken words.

Resources:

one poster with a question in an open format, such as "What can we do to help slow down the climate crisis?", as well as sticky notes and pens for all participants.

Number of participants:

whole group

Instructions:

1. The poster is hung up on the wall.
2. Participants are given pens and sticky notes and can either write freely on the poster or write on the notes and stick them onto the poster. No talking is allowed during this process. Arrows etc. may be made and thus discussed in silence.



Four Corners

Introduction:

The participants are given multiple choice questions/statements and are asked to choose a corner of the room according to their answers.

The activity is used in order to revise what the participants had learnt during the lesson.

Resources:

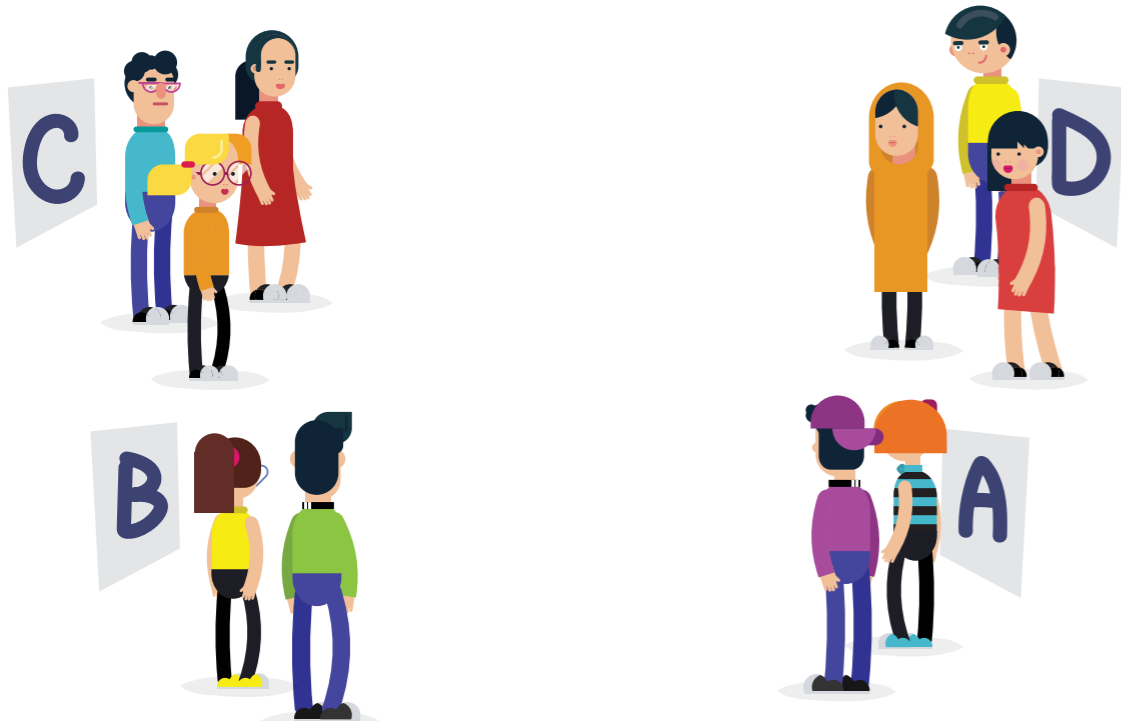
4 papers in different colors, or with numbers (1,2,3,4)/letters (A,B,C,D)/symbols (#,“,&,%) printed on them

Number of participants:

whole group

Instructions:

1. Designate four corners of a room to correspond to the colored papers/numbers/ letters/symbols. Stick the paper/number/ letter/symbol to the corner.
2. The facilitator asks multiple choice questions, and the participants choose their answer by going to the corner representing the number/letter/symbol they chose. (e.g., Which cardinal direction is at the top of the map? - A) North, B) South C) East, D) West)
3. The multiple-choice answers can also be more complex – sentences or paragraphs, as well as graphic representations (pictures, drawings, etc.).



Pro and Contra

Introduction:

Participants look for differences and the positive versus negative effects of living in a village and living in a city.

Resources:

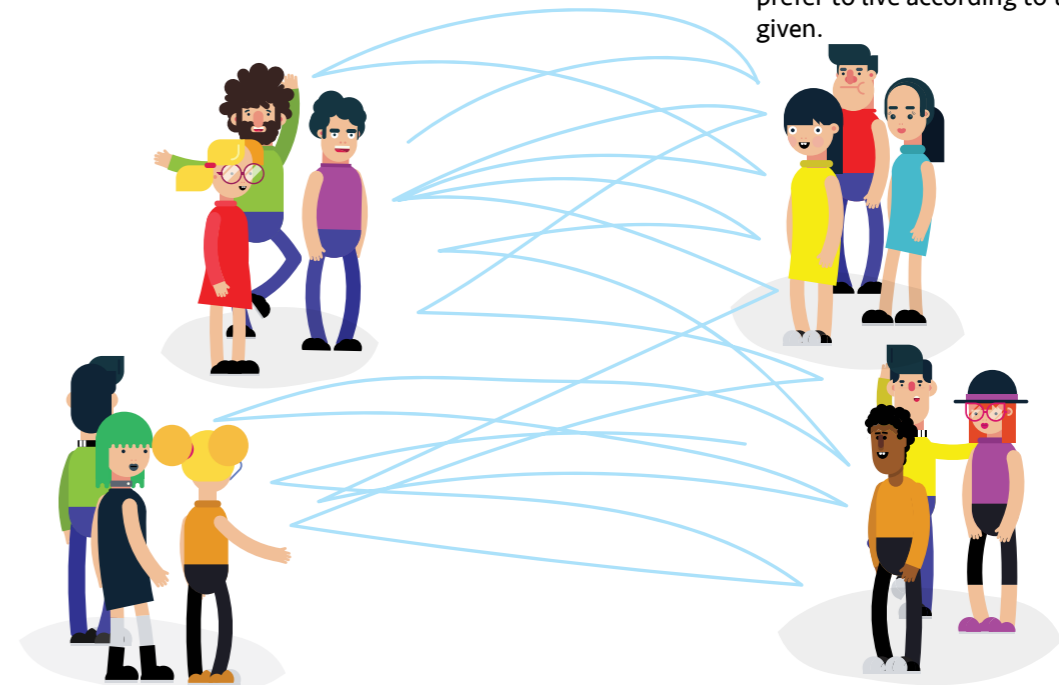
2 large papers

Number of participants:

whole group

Instructions:

1. Divide the participants into four groups. Two groups look for reasons why it is good to live in the city and two for reasons why it is good to live in the village. The two groups with the same topic come together and share their findings.
2. Tunnel of thought: at one side place participants advocating living in the countryside and on the other side those advocating living in the city.
3. The facilitator walks through the tunnel, one by one, the participants give their reasons/arguments.
4. The facilitator decides where they would prefer to live according to the arguments given.



2.3

ACTIVITIES FOR SCIENCE

Gallery of Geometrical Statues

Introduction:

The participants get characteristics (straight lines in different length, rectangles) for geometrical forms (equilateral and rectangle triangle, square, rectangle) and have to find the group where they fit in.

Resources:

four posters: 1 square, 1 rectangle, 1 equilateral and rectangle, triangle
minimum 23 Cards (9 right angles, 3 straight lines of 5 cm, 7 straight lines of 30 cm, 4 straight lines of 40 cm)

Number of participants:

whole group

Instructions:

1. Distribute the 23 cards between the participants. When there are less participants, discard the Square Poster (and discard four cards with right angles and four straight lines of 30 cm). In this case, distribute only 15 cards. Put the four (or three) posters in different corners of the classroom. If necessary, each poster gets an assistant as sculptor.
2. When there are more participants, add a geometrical form.
3. All the participants have to search the poster or corner, where they fit in with their characteristics, put their cards together on the floor and form a statue of the geometrical form with their arms.
4. For example: square = 4 right angles and 4 straight lines of 30 cm.
5. In an alternative version, for advanced participants, they have to find their place without posters.





Circle of 12 hours / months

Introduction:

24 participants sit down on the floor in two concentric circles (2x12) like a big clock. The inner circle acts as hours and the outer circle as minutes. When they get time checks (for example "half past ten" or "10 h 30") from the facilitator, the participant in position of "ten" has to get up and the participant in position of "six" has to stand up and raise his arm.

Resources:

big cards with different time checks: "half past...", "a quarter to...", "a quarter past...", "1...12", "5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60"

Number of participants:
group of 24 participants

Variation:

With 31 participants: the sitting participants get dates (for example "twenty first of June"). Then the participant in position 6 has to get on his knees, and the participant in the position of "21" has to stand up.

Instructions:

1. 2x12 participants sit on the floor in two big concentric circles like a clock. The inner circle (hours) counts from 1 to 12. The outer circle (minutes) counts from 5, 10, 15 ... to 60. They are instructed to simulate a big clock. The person that signifies the hour (small hand), has to get up, the person that signifies the minutes (big hand), has to get up with one arm raised. The rest of the participants form the audience (clock-readers) and can go around the clock.
2. When there are fewer than 24 participants in the class, only 15, 30, 45 and 00 minutes are indicated by the outer circle.
3. The facilitator checks that all the participants in the inner circle know their "hour", calling a number between one and twelve and those in the outer circle their "minute".
4. When there is a time announced by one of the viewers or the facilitator, two participants in the circles have to react. One presents the hour, getting on his knees, the other one presents the minute, standing up and raising arms.
5. In an alternative version one of the viewers has to pronounce the time that has to be shown by the participants in the circle.

Hidden Seasons

Introduction:

Participants tape a paper plate to each other's backs with masking tape. The task is to write up to four different activities typical for each season on the plates.

Resources:

paper plates with names of seasons, pencils, masking tapes

Number of participants:

whole group

Instructions:

1. Give each participant a paper plate and a pencil and instruct them to tape it to each other's backs with masking tape.
2. Instruct them to walk around the room and to write up to four different seasonal activities on each other's plate.
3. The message should be written clearly and be understandable for the recipient.
4. Instruct the participants to form a circle.
5. Ask the participants to present their activities typical for each season (announced by the facilitator) with nonverbal movements in the center of the circle.
6. The other participants in the circle have to explain the activities that were presented through nonverbal movement.



Four Seasons

Introduction:

The participants think of a highlight and a lowlight of the lesson and present them as a statue.

Resources:

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Number of participants:

whole group

Instructions:

1. Instruct the participants to reflect on their understanding of the seasons: what they understood (Top), and what they still don't understand (Flop). They have to present their Top and Flop with a statue.
2. All participants position themselves in the room; first in their TOP, then in their FLOP position.
3. The facilitator goes around and tips the participants on the shoulder. One after the other, the participants say a word or a sentence according to their statue.



Frozen image

Introduction:

The participants are divided into small groups (3-4). Together they represent several frozen images (3 to 5 in total), which describe a food chain (see illustration). At the agreed sign, such as an applause, the participants move from one frozen image to another, then a third, etc. By applying this technique in science, the facilitator checks whether the participants have mastered the terms producers, consumers and decomposers and the food chain concept.

Resources:

picture/illustration of a food chain

Number of participants:

small group

Instructions:

1. Show one food chain in nature in several (3 to 5) frozen pictures.
2. Ensure that the frozen images show producers, consumers, and decomposers.
3. After the group shows all the frozen images, the facilitator asks them to freeze again in the first one. In the replay, after each frozen image of each group, the facilitator asks the participants to describe what they saw.



Answering through Placement

Introduction:

The participants answer specific math questions by positioning themselves in the room.

Resources:

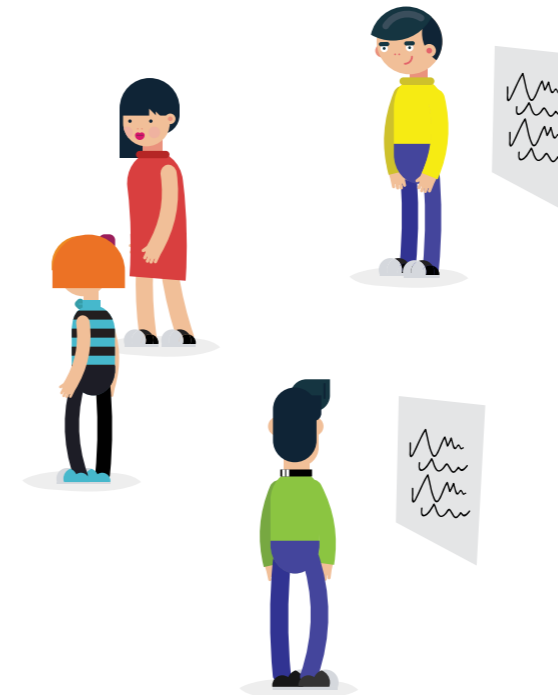
print cards with three different math exercises according to the number of participants (in order to give each participant one of the three questions) and three cards with correct answers to each question (three in total). Music player and music that inspires movement.

Number of participants:

whole group

Instructions:

1. Hang the cards with the answers on the wall in three different places in the room.
2. Hand out the cards with the exercises to the participants.
3. Depending on the level of difficulty of the exercises, the participants can be given time to answer the questions.
4. The facilitator plays the music. Each participant who has already completed the exercise begins to move.
5. When the facilitator turns off the music, each participant looks for the right answer in the room and stands next to it. The participants who don't know the answer compare their question with others and ask for help.
6. The participants compare the questions and see if everyone with one question has chosen the same answer.
7. The facilitator can encourage the participants to switch cards as often as they would like to go on with the exercise.



Cut and Paste

Introduction:

An interactive assessment technique that allows participants to reflect on what they have learnt through visuals and to assess the participants' understanding of a topic. The participants think about creative ways to express the most important takeaways on a topic, for example related to a science class, that can help to retain the knowledge gained.

Resources:

paper, markers, crayons, color pencils, printed pictures (optional)

Number of participants:

whole group

Instructions:

1. The facilitator assembles the participants to work independently, in pairs, or in groups.
2. The facilitator asks the participants to make a collage that demonstrates their understanding of the major themes and concepts from the lesson. This can be done in a number of creative ways, including drawing pictures, and pasting them to form the collage.
3. The collage can be presented to the others and a collective reflection exercise can take place.



Two True, One False

Introduction:

A version of the 'Two truths and a lie' game with statements on the subject of water, where two statements should be true and one false.

The game can be used to check whether participants understood the lesson and see which facts they have retained.

Resources:

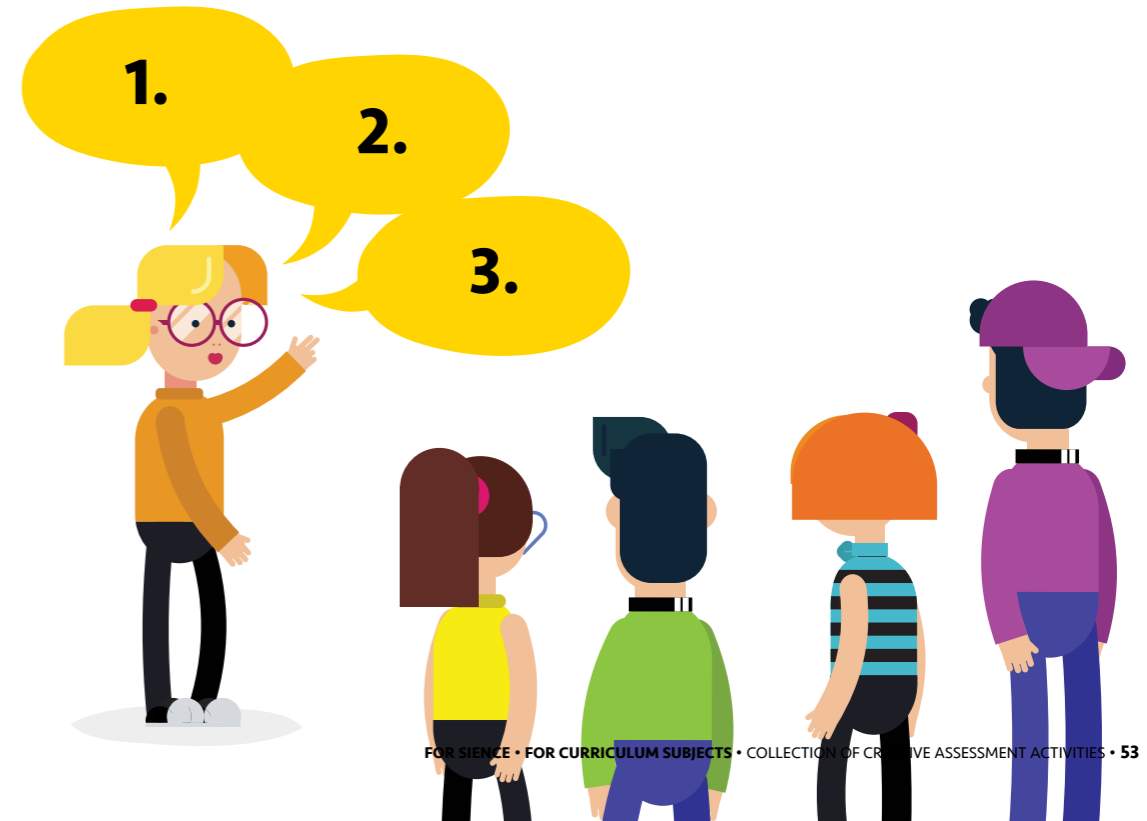
/

Number of participants:

whole group

Instructions:

1. The facilitator asks each participant to give three statements about the topic of the lesson – two should be true and one false.
2. The other participants choose which statement is false by raising hands. For example: 1) The three states of water are liquid, solid and gas. 2) Water boils at 150 degrees Celsius. 3) Seawater is more dense than freshwater.



Addition, Subtraction, Counting

Introduction:

The facilitator prepares cards with various math problems involving addition, subtraction, or simple counting. Each participant receives a card with a math task to solve. Their task is to arrange themselves in a line based on the results of their calculations, going from the smallest to the largest.

Resources:

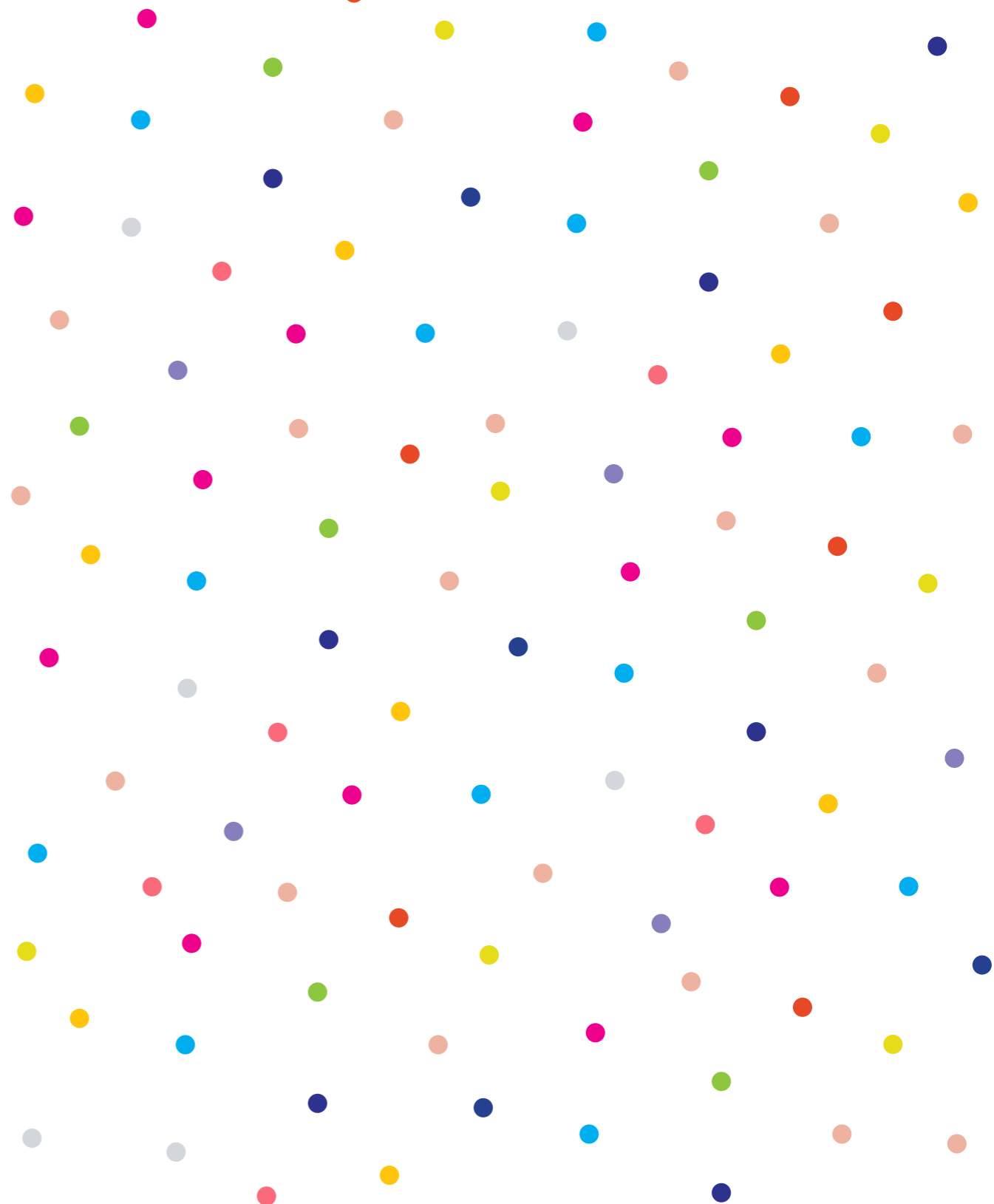
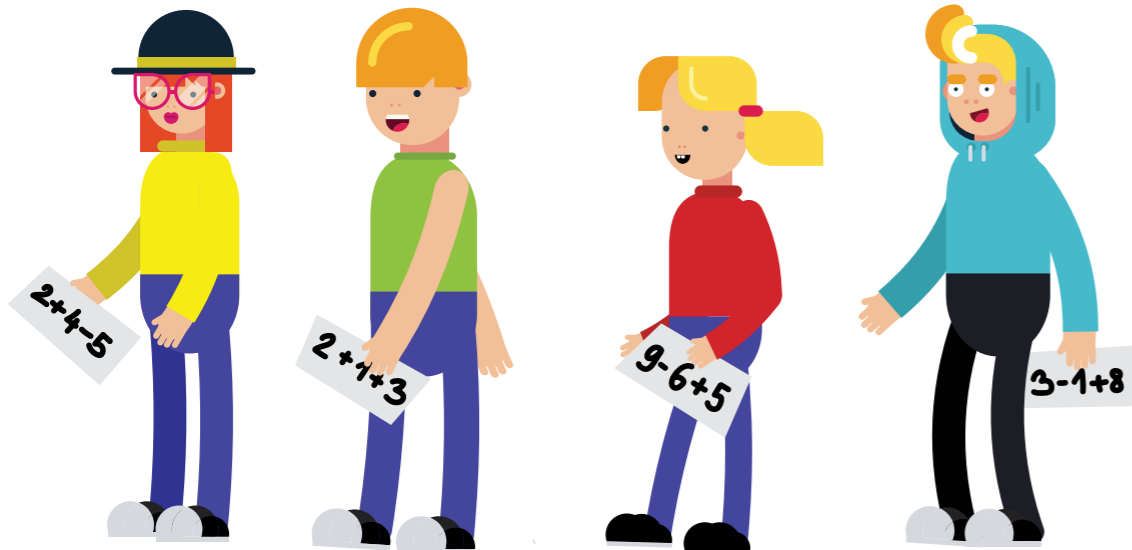
The facilitator prepares as many calculation cards as there are participants and adhesive tape for the line.

Number of participants:

whole group

Instructions:

1. The participants walk around the classroom evenly spaced out, stopping at the clap. The facilitator asks them to close their eyes and throws the cards with the calculations into the air. The participants have to pick up a card and calculate the answer.
2. The facilitator draws a line with sticky tape. Instruct the participants to position themselves along this line based on their calculated results. The participants with the lowest result should stand at one end, and the one with the highest result at the other.
3. Once the participants are lined up, the facilitator asks each participant for the result of the calculation to check that they are all in the right place.





**THE ART OF
TEACHING**



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