



Collection of Methods

Transfer of good practices

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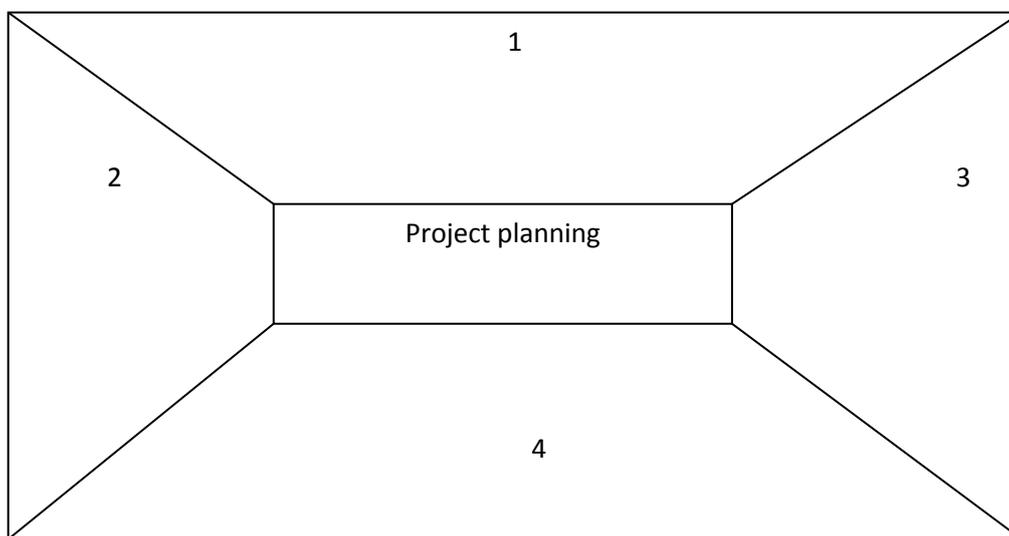
1. Inquiry-based learning

1.1. Window

This method is used to organize and review the knowledge. It has got different varieties.

Draw a square in the middle of a sheet of paper.

Connect the corners of the square with the corners of the paper (you can do it in the spinning, too). In the central square you write the topic of the grouping (a question, a picture, a definition, etc.)..



The members of the group work together on the sub-topics in the four parts of the square bordered with the lines.

Another variation: everybody works on the same topic. In this way we can help the organization, the imprinting and practice of knowledge.

A third variation: we number each edge (1,2,3,4 and we leave the central part empty).

The group records that opinion, thing, fact or feature that members 1,2,3,4 think.

They write the group opinion created by consensus in the central part. We can use this method in any kind of school subject.

This method can be also used in project-based learning.



1.2. Sending and exchanging tasks

Everybody elaborates a question, which they write on a card. They write the answers on the other sides of the card. Then the groups exchange the cards.

One member reads the question aloud and the others discuss and check the answer. If it is not the same, they expand and correct the text. The card can be sent forward and sent back to that person who has elaborated it.

Another variation is the exchange of tasks. The groups/the pairs exchange their tasks and they do not have to wait for one another. They control one another's work and discuss the emerging questions.

The students make a quiz. They formulate the questions, too. Then they draw an unfilled figure that they send to one of their partners with a list of questions attached to it. They could use a map, a dictionary and internet to create the definitions.

This method can be also used in project-based learning and teamworks.

1.3. Quartet of students

This is a method of control with four steps. Each member of the group pulls a number. Each members of the group get a number.

1. The teacher asks a question or gives an instruction.
2. The members of the group discuss/elaborate the answer. Flash cards, think-and-discuss, cap council-in-pairs and other methods can be used for imprinting.
3. Each members of the group have to acquire the knowledge.
4. The students control one another whether everybody knows the correct answer.
5. The teacher randomly chooses a number (or group if necessary). That student has to give an answer whose number is pulled by the teacher..

This method can be also used in project-based learning and teamworks.



1.4. A simultaneous quartet of students

This is a variation of the quartet of students. We can apply it if we have several groups. Those members of the groups who have the same sign/number can simultaneously give the answer at the board or in another way, e.g. with hand signal. The next task is answered by students with different signs

This method can be also used in teamworks.

1.5. Control in pairs

The groups are divided into pairs. The pairs work on a worksheet. One student elaborates the first task and the other watches him/her and helps if necessary. If they do not agree with the solution they ask another pair or the teacher.

At the next task the members of the pairs exchange roles.

They compare the filled worksheet with the one done by the member of the other group and – if the answers are not the same – they look for the solution together

This method can be also used in project-based learning and teamworks.

1.6. Disks of opinions

This method helps the start of the communication and the formulating of opinion. Make small disks, on which there are indicative sentences.

Create the labels of the disks together, e.g. I refuse this idea OR I accept this idea but I complete it OR I only partly agree with it, I complete it OR I agree with it, etc.

Decide about how many of them you make.

Then everybody puts the ready disks in their own envelopes and they can use them during the group discussions. They can use only their own disks.

This method can be also used in teamworks.



1.7. Cooperative debate

Four opinions can be chosen regarding a debated question. Everybody formulates their opinions and takes place at the correct corner of the table. They get a certain amount of disks. They prepare for the debate, collect arguments. When they say an argument, they have to put a disk on the table. When the disks run out, the debate is over. The strength of the arguments decides which opinion is correct.

This method can be also used in project-based learning and teamworks.

1.8. The method of opinion line

Its aim is that the students should understand and assess of the tenderness of opinions.

Draw a line. One end of that line marks acceptance, while the other end represents refusal.

Along this line everybody can place their disks according to their opinion.

Mainly those statements can be commented in this way that contain value judgement. The opinion line visualizes the single opinions.

1.9. Spend twenty Forints/Euros!

Everybody gets token money in the amount of 20 HUF/EURO, e.g. 2 pieces of 5 Forints/Euros, one piece of 10 Forint/Euro. Suggestions and possibilities have to be visualized in a place which can be seen.

The students optionally support the suggestions with their money. In the end count the suggestions, the votes and set up the order.

This method can be also used in project-based learning and teamworks.

1.10. Three steps interview

It is a technique which can be used in all the three phases of the lesson and in which the partners should make an interview with one another about a given topic according to appointed roles.

The process of application

1 The formulating of the questions

2 The preparation of the interview

3 They exchange roles during the next step

4 A discussion of the result and experiences of the interview

Equipment applied during the activities

- Post-it, flipchart, instruments for writing, ball, name card, multi tack, wrapping paper, sheet A4

The process of control and evaluation

- not necessary

This method can be also used in project-based learning and teamworks.

1.11. Web diagram

The application of the web diagram as a graphic organizer

- the members of the small group visualize their ideas regarding the content of the main concept, everybody individually
- the group summarize their knowledge according to the appearing ideas about the topic of family roles in a web diagram

This is a more simple variety of the associative cluster diagram. It is a graphic organizer which helps the primary collection and setting of ideas, information, concepts, meanings and associations consociated with a central “call” (a concept, an expression, a problem or a question, etc.). We associate the content with the central expression and there is no logical connect search. Its usage is effective in the stage of “tuning” and – alike the cluster diagram – it can be completed individually, in pairs, in a group or together.

Equipment applied during the activities

- computer, projector, interactive board/screen
- Post-it, flipchart, instruments for writing, multi tack, wrapping paper, sheet A4

The process of control and evaluation

not necessary

This method can be also used in project-based learning and teamworks.

1.12. Prediction

Its function: creating an active reception attitude, arousing the interest

- the members of the group make statements according to the description of the picture and the model
- they “predict” statements in advance how the model can have an effect on the children/students according to the description of the model and the individual experiential cognition of pictures
- after reading the text they compare the predictions with the content of the text

Equipment applied during the activities

- Post-it, flipchart, model pictures, word cards, model descriptions

The process of control and evaluation

- not necessary

This method can be also used in all three methods.

1.13. Three go, one stays

The groups get familiar with one another’s work. The advance of it is that the results are represented simultaneously in several groups.

The process of application:

1. The children elaborate a certain topic in groups of four.
2. Three members of the group sit to neighboring group’s table in order to get familiar with their work.
3. One member of the group stays in order to receive the three members of the other group and explain his/her own group’s work.
4. After a while the host will change.

Equipment applied during the activities

- PPT
- computer, projector, interactive board/screen

The process of control and evaluation

- not necessary

This method can be also used in project-based learning and teamworks.



1.14. TKT

The purpose of this technique is that the participants attach their knowledge to the already existing one, or rather they get more motivated to get familiar with the new material by articulating their own questions.

The process of application

1. After naming the topic we ask the participants to write a list in pairs about what they think they know about it.
1. The colleagues share their ideas with the others and the trainer writes the common elements on the board.
2. The trainer writes those elements upon which the participants do not agree in another column on the board.
3. While elaborating the new topic the trainer regularly make the students focus their attention on their own questions
4. The trainer writes those ideas that the students have just learned or answers referring to the students' questions in a third column on the board.
5. Finally they should discuss those ideas the students have learned during the elaboration of the topic, though previously the questions did not focus on these ideas!

Equipment applied during the activities

- Instruments for writing, post-it, multi tack, wrapping paper, sheet A4
- computer, projector, interactive board
- PPT

The process of control and evaluation

- not necessary

This method can be also used in project-based learning and teamworks.

1.15. Divided diary

1. Divide the writing surface used for taking notes (sheet of paper, exercise book) into two with a vertical line
2. Note the cooperation possibilities/problems in the left column (a key word, an idea, a picture) which inspire you to formulate opinions.
3. Note in the right column those organizational frameworks/ways of solutions which suit the topics chosen in the left column

Equipment applied during the activities

- PPT
- instruments for writing, wrapping paper
- computer, projector, interactive board/screen

The process of control and evaluation

- presentations, their interpretations, active participation in group work

This method can be used in teamwork.

1.16. Swot analysis

Its function is to unfold the strengths and weaknesses of an area and take the possibilities, dangers into consideration

The participants of the analysis fill in a chart that is divided into four windows and in which the four windows make possible the listing of the four aspects: *the strengths and the weaknesses* – (inner analysis) – *the possibilities and the dangers* – (outer analysis) -, and each group fill in different windows.

After summing up the charts filled in by the participants the students choose the most important factors from each pane. After this the exploration of the connections among the individual panes follows. During this process it turns out that which further possibilities can be developed by the *strengths* and on which fields they can help stave the dangers off and what kind of *weaknesses* hinder the development of the possibilities and the staving the real dangers off.

Equipment applied during the activities

- instruments for writing, wrapping paper
- a thesis sentence
- a questionnaire for teachers referring to cooperation

The process of control and evaluation

- presentations, their interpretations, active participation in group work

This method can be also used in project-based learning.

1.17. Mosaic-learning

This is the basic form of the cooperative learning. We divide the big group into smaller groups of four.

We also do this with the processed literature.

Each member of the cooperative groups elaborates different parts of the text and so they get knowledge of an expert on a certain field. The expert of a topic shares his/her knowledge with his/her partners. The groups compare their ideas about a topic with one another's thoughts.

Equipment applied during the activities

- post-it, wrapping paper, multi tack
- the processed literature

The process of control and evaluation

- presentation, reflection, comparing the methods presented by the groups
- active participation in the discussion regarding the importance of the choosing of the relevant methods

This method can be also used in project-based learning and teamworks.

1.18. Reciprocal teaching

Reciprocal teaching-groups of four children in the teacher's role. Students in groups of four all have one copy of a given text.

1. Each student reads the appointed part of the text.

2. The group carry out four tasks in the following order:

- member 1 sums up what (s)he has read in the paragraph
- member 2 formulates questions in connection with the read text and asks them from the other members of the group
- member 3 clarifies the current argued parts
- member 4 makes a possible draft according to that part of the text

3. They write the draft on a piece of wrapping paper

Equipment applied during the activities

instruments for writing, multi tack, wrapping paper, sheet A4, the processed texts

The process of control and evaluation

the presentation of the group work

This method can be also used in teamworks.

1.19. Idea map

The idea map is a graphic organizer, which effectively helps the accurate text work nicely built in both structure and content. It is suitable for planning different kinds of texts (lecture, reflection, essay, dissertation) in both oral and written form.

The central concept can function as a title, with the help of the key concepts which are connected to the central one we can articulate thesis sentences, while the information, reflections and remarks connected to the key concepts can serve as parts of a draft for articulating and justifying the thesis sentence.

The process

1. Literature text theme definition – it goes to the centre of the idea map!
2. Looking for those aspects with the help of which the topic can be defined, examined and articulated
3. Collect as many reflections, pieces of information, details to each aspects as you can and possibly make a logical order of them.
4. Decide what kind of order you follow during the text work (the introduction, sub-themes, how you connect the parts, the end of the text)
5. Use the idea map as a draft to make the text

Equipment applied during the activities

- computer, projector, interactive board to visualize the web sites
- the processed literature text, e.g.in student tutorials

The process of control and evaluation

- the presentation of the group work
- students understand the connections of the theoretical material

This method can be also used in teamworks.



1.20. Ball game with free association

An exercise helping tuning up, which also helps processing woes.

We stand in a circle and the one who throws a ball has to say an animal living in water, a bird, a mean of transport, a name, etc. It can be used for any concept in connection with the topic of the given lesson (eg. collecting nouns, common nouns, life phenomena, concepts in connection with environmental protection, preventing illnesses, etc.)

Those who are not succesful in saying a new concept have to stand on one leg until someone throws a ball to them again.

This exercise develops the focusing of attention, remembrance, motoric coordination, vocabulary and also creates a good atmosphere.

1.21. Speaking out – Ventilation 1

An exercise to get ready for work /We can help children release tension and tune up/

It can be used in lower classes, especially in class one. At the beginning of the day we sit in a circle and we pass a toy bear around that signs who can speak. Everybody can say a sentence about what positive thing happened tothem at weekend or what negative thing happened that morning. it is a very good exercise to release tension and negative experiences and to tune up to that day.

This method can be also used in teamworks.

1.22. Ventilation 2 - Backpack

An exercise to get ready for work /We can help children release tension and tune up/

Exercise: „Write on a piece of paper why you can’t listen in Science lesson! Note down every idea that is in your head and what you feel! (headache, sadness, fear, Mum’s angry with me, ... etc.) then fold the paper as small as you can and put it in your pocket. While folding it, the problem is getting less and less important and these ideas, these feelings are rolling away, we feel OK and we can listen again.”

1.23. Ventilation 3– Drawing

An exercise to get ready for work /We can help children release tension and tune up/

Exercise: "Make a strip cartoon about this morning. Draw what was good and bad about it. You can draw speech bubbles to the characters as well. You can write in them those sentences which occupy you."

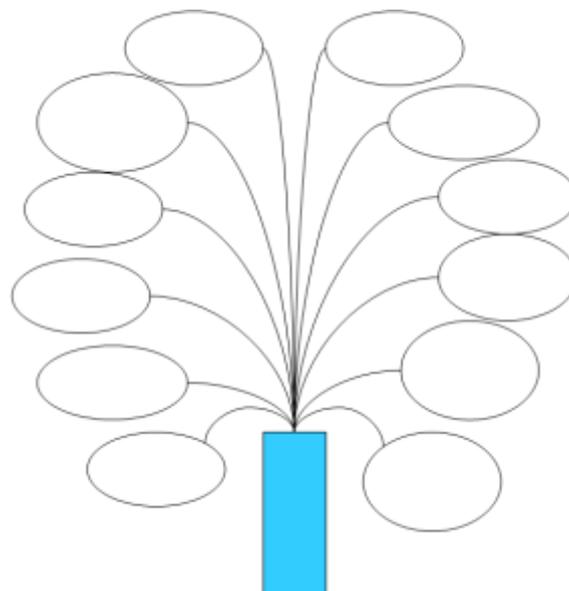
By this exercise the children can be outside their problems, they roll away from their problems a bit, if they speak them out, draw them. We divert their attention from their hardships and reinterpret the significance of them.

It helps motivating, tuning up, processing and releasing woes.

1.24. Tree of ideas

Here a group work is supposed. This is a graphic method – we write the key word / topic / concept down under, in the middle, in a square and all the knowledge connected with this comes on it, just like the branches of a tree. The members of the group can read their companion's ideas and they complete them.

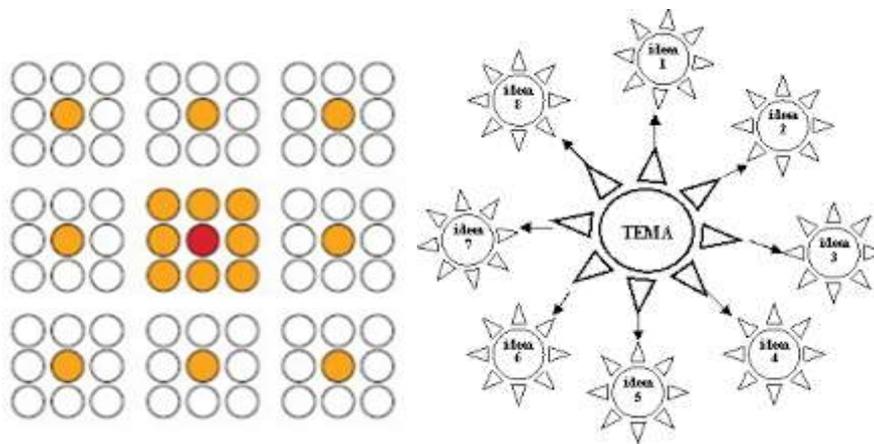
The advantage: it is a new organizing and knowledge systematizing form.



This method can be also used in project-based learning and teamworks.

1.25. The lotus-flower method

We draw the central problem in the middle of the sheet of paper. Then the group thinks about eight topics or components or dimensions that they write around the square, in the circles. Then they think about again eight topics in connection with each of the existing eight topics, then they do the same thing with the existing 64 topics and so on. These partial approaches follow the 1,8,64,512 sequence if the children manage to write additional eight topics to each partial problem. This method has got the name “lotus flower” after its drawn picture.



This method can be also used in project-based learning and teamworks.

1.26. The method of the six thinking hats



The basis of this method is the statement that a person can concentrate on only one thing at a time. Psychologist Edward de Bono invented it and it is based on parallel thinking in the way that – in order to achieve the same goal – everybody concentrates on only one aspect of the same problem at a time. The six hats of six different colours symbolize the several approaches of a problem or idea:

The blue hat represents the process,



- the white hat the facts, the data and the functions,
- the green hat the creativity (the ideas),
- the red hat the feelings and impressions,
- the yellow hat the advantages,
- the black hat the objections (critical attitude).

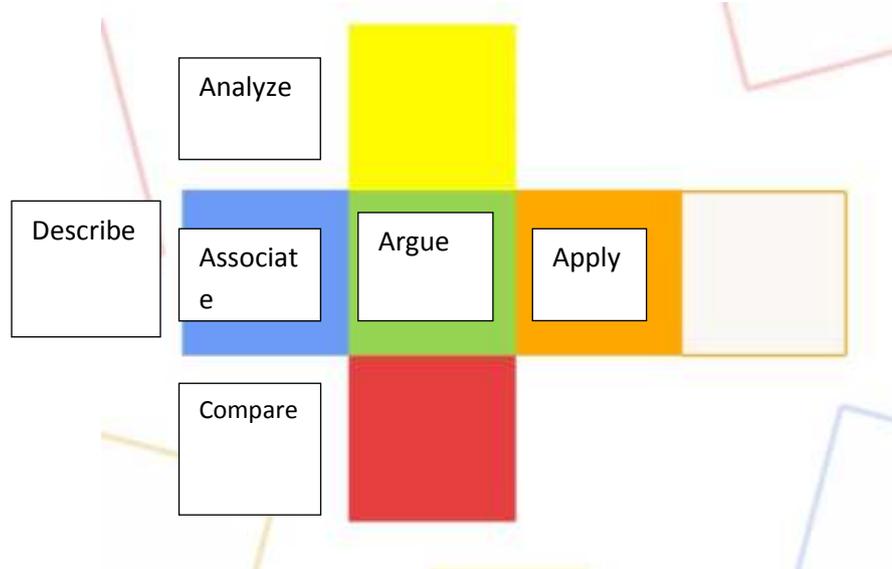
It useful to have an agreement beforehand on the sequence of the hats because there is no previous rule for that.

White hat	Red hat	Yellow hat	Black hat	Blue hat	Green hat
What do I know? (facts -objectively) Which pieces of information are missing?	I feel about it in this way. (eg. I don't like the process, etc.)	What are the advantages? If we start it in this way ... we can expect a good result.	Mistakes, dangers (negative judgement)	Let's sum up ... What's the next step? conclusions	Alternative solutions, new ideas Has it got another solution? The secret of success is that

With the help of this thinking method the time dedicated to decision making can radically be reduced and the number of the adaptable ideas can be multiplied.

This method can be also used in project-based learning and teamworks.

1.27. The cube



The usage of this method helps approaching one topic from several different points of view. We create groups of 6. Everybody does that task which they randomly get (which are on the sides of the cube) at a given time. Then the groups present their ideas.

This method can be also used in project-based learning and teamworks.

1.28. „Indian-talk” method

We use this method at group discussions. The idea of it is based on the story that the young Indians always started their remarks with repeating the previously speaking old ones' sentences and ideas. It helps the conscious attention to the other's sentences, improves the ability of circumlocution, the highlighting of essence and the conscious communication. While using it, the contributors start their speech with summing up the previous talk.

This method can be also used in project-based learning and teamworks.



1.29. True or false statements

It is very suitable for revising a given topic during a short period of time or recalling old knowledge. Children like it. They can move, laugh and race with one another.

They put their arms on the desk. If there is a true statement, they have to raise their arms, if there is a false one, they leave their arms on the desk. Pawns can be collected during the game which can be given back at the end of the game by giving right answers. There can be a knockout version of it as well. The forms of movements can be changed as well, e.g. standing when the statement is true and squatting if it is false, etc.

It improves memory, concentration ability, logical thinking, combinatorial ability, reading comprehension.

This method can be also used in teamworks.

2. Project-based methods

2.1. Roundtable method

Collecting information according to the rules of wordspinning. The children can collect words, numbers, rules according to a given aspect, topic, etc. You can control the speed e.g. passing, time limitation, etc.

You can make it more difficult if more sheets of paper are circulated with similar or different task.

2.2. Spinning report

It is a systematic method, which is used to close a topic. Each group get a sheet of wrapping paper with a different (or the same) topic on it. The groups (writing with a pen of a unique color) write words, expressions connected to a topic for 1-3 minutes. To a given signal they go to another sheet of paper. They have limited time – only some minutes – to read and complete the words and thoughts which are there. If they do not understand something, they can question that. It goes on and on until they get back to their own sheet of paper. They discuss the corrections, the completions and question marks. Then they discuss each topic separately. The group work can be followed well by the colors.

2.3. More students at the board

Time after time one student from each group writes the group's important ideas on the board, while the other members work on.

2.4. Disks of speaking

Everybody gets the same number of disks. When they make a remark, they put one disk in the middle of the table. Nobody can make another remark until each member of the group puts one disk in the middle. Those who run out of the disks cannot make a remark any longer.



2.5. 6/3/5

Each of the 6 participants write down three ideas or solutions to a given problem side by side on an empty piece of paper. After this the groups / the participants give clockwise the paper to the next person / group. They write down their own ideas in the second line. The pieces of paper go on clockwise until they return to their starting point – in this way in each opportunity 6 times three ideas are given five times (6-3-5). During one turn maximum 108 ideas can emerge or – in an ideal case – 18 thorough ideas. A requirement: the concrete matter or question should not be too complicated. It is also useful to limit the time (1-5 minutes) for passing the paper the next person / group.



3. Teamwork at school

3.1. Brainstorming

This method serves to collect ideas within the group. Everybody can tell his/her thoughts and opinions. They can freely associate on the raised issue. The children write down the ideas then they highlight and discuss the important ideas. The extreme ideas become final solutions. This method helps the associative skills and expands the knowledge.

3.2. Wordspinning

This method is suitable for collecting expressions, concepts and directed communication.

The members of the group one after the other in a pre-arranged order say words, concepts, features about a given topic.

They can say only one argument, word, expression, thought, etc. In this way everybody takes his/her turn, there is no dominance in the group.

3.3. Wordspinning in pair

The members of the pairs turn to each other and alternately recite expressions, words and their thoughts.

3.4. Twin speaker

We can apply if our aim is not listing or collecting concepts but we would like the children to think deeper. The members of the pair turn to each other and for a while (appr. for a minute) they discuss a given topic. During that time the partner listens and does not interrupt the other one. With the help of this method we can develop the children's compositional skills and their attention to each other.

3.5. Wordspinning in groups

The groups – according to the rules of wordspinning – report the given task or issue.

The students can develop those social skills with the help of word spinning and the twin speaker that are not surely learned in an ordinary lesson. They learn how to listen to and respect one another. Since everybody can take a remark, not only those who perform well, the meta-communicational message of the lesson is that all remark is valuable and unique, not only of those who perform well.

3.6. Groupinterview

The groups report on a given situation (e.g. a book) according to four parts or they can act out fictive conflicts connected to certain roles. Those children who have the same role in the different groups create new groups, then they present the “monologues” to one another. Going back to their original group everybody reports. Another variation: all members of the group ask questions from all the other members. This method develops the highlighting of the essence and the communication skill.

3.7. Collage cube method

It visualizes the knowledge that can be expanded, corrected and used more than once e.g. to revise, to sum up. We make a cube out of a paper band (or we use a ready-made one). We fill in the sides of the cube with collages of pictures or words referring to the needed information, in the suitable size. If these collages are ready we glue them on the sides of the cube. This cube can be used to introduce ourselves or to sum up topic through its logical elements.

3.8. Blind caterpillar

- The members of the group line up behind each other (each group separately).
- Everybody stands with eyes shut, except for that student who heads the line.
- The first person – who has the open eyes – freely directs their group in the room.
- After a while they exchange roles in order to experience both roles.
- Dangers while applying this method
- -“life education” may go to the expense of processing the curriculum
- -students may set back one another, students with better skills cannot proceed at their own pace
- -students may say bad answers to one another

- -students may not deal with the task
- -the teacher may not control the situation (noise, organizational difficulties)

This method can be used in nature.

3.9. Building a sculpture

There are cut pieces of a sculpture group in an envelope and the students have to put them together and glue it on a sheet of paper (each group get a different picture). Then students write down what they can see in the picture, how they feel about it, what are the characteristics of the picture. (This task is suitable for introducing and observing different literary historical, historical and art historical eras and styles.) After this a spokesperson reads out the product the group has created. When all groups have introduced their own products, the groups try to „copy” their group of sculpture and they stand in a formation as if they were the sculptures of the group. They also tell their experiences and reflections in connections with it.

This method can be used in nature.

3.10. Same-different

Pairs are sitting back to back to each other, they can't see each other but they can talk. Both members of the pair get the same picture. The members alternately tell each other what they are seeing in the picture, in this way they try to find what the differences are between the two pictures.

This method can be used in nature.

3.11. Visiting a gallery

The groups observe the work of the other groups. They discuss what they have seen and evaluate the pieces of work. (This task can be carried out in fields as well: children can make some compositions from raw materials they find in nature, e.g. out of chestnuts, fallen tree branches and leaves.)

This method can be used in nature.



3.12. Imitating motions

An exercise helping tuning up, which also helps processing woes.

We stand in a circle and a student starts a motion (eg. he/she scratches his/her chin). Everybody imitates this person and in the next round we add a new motion to it (eg. a smile) After imitating both motions we go on with a third one and we continue until 7-8 motions (eg. stretching, sitting on their heels) The game improves the focusing of attention, remembrance, empathy and creates a good atmosphere.

This method can be used in nature.

3.13. Torpedo

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

There is always one less guard (who has the exercises) than the numbers of the groups. The groups always watch which guard is free and they run up to her/him. They try to “shoot” (eg. A5) and solve the question / exercise that they find on that field. If it is an empty field they can ask about a neighboring field whether there is an exercise there. The winner is that group that can find and solve all the questions of the selected fields during a given time (eg. in a form of an airplane, etc.)

4. Activities implemented in nature/fields

4.1. Drama and situation game

It is a common problem that students can get close to the real message of the curriculum very hard, they cannot empathize with what they are learning about. The drama can be applied effectively in all the three phases of the learning process but occasionally a drama lesson can be organised as well regardless the forms and frameworks of the drama module fixed in the pedagogical programme. The drama can well introduce or visualize a historical event or in literature lesson it can be a device to get closer to pieces of art but it can be also well applied in other fields of self-improvement regardless occasion and topic. For example, if the aim is to improve the children's empathy, that they should sympathize with a historical situation from a humanist point of view (e.g. a gladiator's one day) or if the students can get close to the real message of the curriculum very hard, then they can visualize different situations. In drama the elements of dramatic process can be recognizable like visualisation, imitation, social correlation and action. It improves creative abilities, flexible thinking, the ability of concentration, social skills, develops physical-spatial security, speech purity and its expressiveness and it also gives a courage of behaviour in several fields of life.

4.2. Still picture

With the help of still pictures we can make our lessons more colourful, more various and it well improves the feelings of mutual interdependency and trust and the ability of making consensus. **For example:** "A poem is very similar to a picture that is why it is very easy to make still picture out of lines of a poem. Each group visualize its own line of poem in a form of a group of sculptures. Since two groups have got one line, the same poem is visualized in two different ways. By the sound of a clap everybody stays silent and empathize with their own role, for example they are thinking about being ice-cold sand and they will never forget the poem titled Négysoros from János Pilinszky." (this is a quotation from an essay of Boglárka Gruchmann, a student learning Hungarian Literature and Grammar).

This method can be also carried out in fields, e.g. imitating a plant or animal: who/what am I from the forest?



4.3. Data sheet

A data sheet can be made about objects, plants, animals and a person. (This method can be used as a preparation of field activity, e.g. we write on a piece of paper or a card some data of a plant or animal and the students have to find them in the field according to this paper or card.)

For example, if we use data sheet for processing a narrative, then the members of the group can make it about the characters of the text. The students get only the names of the characters and they cannot read the text yet. They can collect data about the age, sex, occupation, address, hobby etc. of the characters. The filling of this data sheet is left to their imagination. Then two members of the group will change their places with two members of another group and they share the content of their data sheets with one another. What is this good for? It improves their imagination and arouse their interest for the text.

4.4. Pass the motion!

The group is standing in a circle. A member of the group is showing a random motion (it can be a motion of a plant or an animal as well) that the others have to imitate. The game is going on, until everybody has imitated the motion.

4.5. Find your place!

In the room (or in the field) pre-identified locations or corners should be designated. Every student gets a card, on which they can read a word that is in connection with the designated corners. The students find their place and stand there. (This game can be made more colourful with hiding the cards that the children have to find.)



4.6. Rainmaker

An exercise helping tuning up, which also helps processing woes.

We stand in a circle and ask the children to imitate us. The teacher standing in the middle of the circle shows the different motions. The children imitate this until we show another motion.

- rubbing the palms
- snapping with the thumb and the big finger alternately on the left and the right hand
- beating the thighs rhythmically
- jumping up in the air, stamping with the feet
- snapping
- rubbing the palms

The game improves the attention, the sense of rhythm and also creates a good atmosphere.



Used literature:

Spencer Kagan: Cooperative learning – Teachers' handbook

Andrea Óhidy: The characteristics of an effective lesson (Az eredményes tanítási óra jellemzői)

Learning based on cooperation – programme package (Az együttműködésen alapuló tanulás – programcsomag)

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