



Bridge

E+ project

TOOLKIT

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SELF-REGULATION 1 Use of geodata in geography

Asturia vzw

Template

n. 54

Methodologies: Asturia – Use of geodata in geography

The use of geodata is a growing competence of children of the age of 14. Special points of attention in learning geography at schools are using spatial coordinates, map reading, being able to interpret and use geodata and being able to organize a treasure hunt for fellow students.

Methodology:	Group work	Strategies for enhancing the ability to use geodata in geography
Subject	Geography	
Life skill related	Self-regulation	
Title	Use of geodata in geography	
Age/Grade	Children of the age of 14	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14 who need knowledge about the use of geodata in geography.	
Description of the activity	<p>Preparation</p> <p>Teachers should check in advance the relevance of the proposed applications and choose current and accessible platforms for students. If it's not possible to use of geolocations on the phones than this part can't be trained to be added to the description. In the event of difficulties in entering/sharing geographical coordinates, a photo album of the physical locations chosen for the experiment can be prepared to be given directly to the students. Alternatively, the respective geographical coordinates can be associated with each photo (Google Earth/Actionbound/Padlet can be used) to overcome the problem of sharing data. In time management, take into account the time needed to prepare the activity. Organize a short practical session before starting the activity to ensure that all students can use the geotagging function and the necessary applications.</p> <p>Implementation</p> <p>Step 1: The students (or a group of students) receive photos with geotags as a start for a search. The photos contain objects that are recognizable to the students (buildings, statues, fountains, etc.). The challenge is to find the exact place where the photos were taken, using relevant software (e.g. Picasa, Google Earth, Street View). The data are kept in print or on the computer.</p> <p>Step 2: The students look for the exact location and possibly use a map or street plan. When they think they have found the exact location, they take a new photo with geotags with their mobile phone.</p> <p>Step 3: back at school, the geotags of the new photos are compared with the original ones.</p> <p>If the coordinates of both are correct, a positive evaluation follows.</p> <p>Points of attention</p> <ul style="list-style-type: none"> - This exercise requires cell phones with a geotagging function. Not all mobile phones have this. However, recent digital cameras also have such a function. - Using Picasa and Google Earth requires you to download (free) software for this. You will find them on the download pages below: - Flickr: http://www.flickr.com <p>Google Maps and Street View: http://maps.google.be/intl/nl/help/maps/street</p> <p>Additional information and resources</p> <p>http://nl.wikipedia.org/wiki/Geotagging</p>	

SELF-REGULATION 2 Exploring Emotions Through Poetry Writing

YAEDA

Template

n. 55

Methodologies: Expressive Writing. Reflective Practice, Guided Meditation, Collaborative Learning Literary Analysis

Objective: To develop students' self-regulation skills by helping them become aware of and manage their emotions, thoughts, and behavior through the process of reading, writing, and reflecting on poetry.

Methodology:	Expressive Writing	
Subject	English language	
Life skill related	Self-regulation	
Title	Exploring Emotions Through Poetry Writing	
Age/Grade	13-14 years old, 7 th grade	
Timing	45 minutes	
Suggestion for who facilitate	English teacher	
Description of the activity	<p>Class Setup: The classroom is arranged in a way that promotes a calm and reflective atmosphere, with comfortable seating and soft background music. Each student has a notebook and writing materials.</p> <p>Class Activities:</p> <ul style="list-style-type: none"> - Introduction to Self-Regulation and Poetry: Start with a brief discussion on self-regulation, explaining its importance in managing emotions, thoughts, and behaviors. Introduce poetry as a powerful medium for expressing and understanding emotions. - Reading and Analyzing Poems: Select a few short poems that deal with various emotions (e.g., joy, sadness, anger, peace). Read the poems aloud, asking students to pay attention to how the poets express their emotions through words and imagery. Facilitate a short discussion on how each poem made them feel and how the poets managed to convey their emotions. - Guided Meditation and Reflection: Lead the students in a short guided meditation to help them center their thoughts and become aware of their current emotions. Ask students to reflect on their emotions during the meditation and jot down a few words or phrases that describe how they feel. - Poetry Writing Exercise: Instruct students to write their own poems based on the emotions they identified during the meditation. Encourage them to use descriptive language and imagery to express their feelings. Remind students that the focus is on expressing their emotions honestly and creatively, not on writing a perfect poem. - Sharing and Feedback: Allow students to voluntarily share their poems with the class. Facilitate a supportive feedback session, encouraging positive comments and reflections on how each poem made the listeners feel. Highlight the importance of respecting each other's emotions and creative expressions. - Reflection and Conclusion: Lead a reflection session where students discuss what they learned about their own emotions and how writing helped them understand and manage these feelings. Encourage students to continue using writing as a tool for self-regulation in their daily lives. 	

SELF-REGULATION 3 Emotional Explorers

YAEDA

Template

n. 56

Methodologies: Experiential learning, Discussion-Based Learning, Experiential Learning, Role-Playing, Self-Reflection
 To develop students' awareness and management of emotions, thoughts, and behavior by exploring historical events through the lens of self-regulation.

Methodology:	Experiential learning	
Subject	History	
Life skill related	Self-regulation	
Title	Emotional Explorers	
Age/Grade	13-16 years	
Timing	120 minutes (context including)	
Suggestion for who facilitate	History teacher, language teacher, educator figure	
Description of the activity	<p>- Introduction to Self-Regulation Briefly discuss the importance of self-regulation and emotional intelligence in understanding historical events and facts. Introduce the concept of self-reflection and its role in developing self-awareness. Focus on explaining and asking the students to reflect on the fact that in some historical times the movement was prioritized instead of their own emotions and feelings.</p> <p>-Historical Case Study: The American Civil Rights Movement: Present key figures and events from the Civil Rights Movement, highlighting instances of self-regulation and emotional management. Hand each participating student a card with a description of his/her roll. (Name, gender, age, social position, ...) Engage students in a brief discussion about the challenges faced by activists and how they regulated their emotions and thoughts to effect change.</p> <p>-Interactive Role-Playing: The French Revolution Divide students into small groups and assign them roles representing different perspectives during the French Revolution. Guide students through a role-playing activity where they navigate challenging scenarios and practice self-regulation in decision-making. Hand each participating student a card with a description of his/her roll. (Name, gender, age, social position, ...) Facilitate a brief discussion after the activity to reflect on the role of self-regulation in historical contexts.</p> <p>Reflection and Goal Setting: Have students complete a self-reflection worksheet, prompting them to identify one historical figure or event that resonated with them and reflect on the emotions and thoughts it evoked. Encourage students to set a specific goal for practicing self-regulation in their daily lives, based on insights gained from the historical examples discussed. Conclusion: Wrap up the class by summarizing the importance of self-regulation in understanding historical events and personal growth. Encourage students to continue exploring history with a mindful approach to their emotions, thoughts, and behavior.</p>	
Final notes	Actualize the topic, maybe giving present and past examples, also focusing on the local and European context.	

SELF-REGULATION 4 Mindful Breathing

DIDEAS

Template

n. 57

Methodology:	Guided relaxation	Visualization techniques
Subject	Health Education	
Life skill related	Self-regulation	
Title	Mindful Breathing	
Age/Grade	All ages	
Timing	40-45 mins The activity, without any preparation, takes 15 minutes	
Suggestion for who facilitate	<ul style="list-style-type: none"> • Create a calm and inviting environment for the activity, free from distractions and noise. • Guide students through the mindful breathing exercise with a soothing and reassuring tone, helping them feel safe and relaxed. • Encourage students to approach the practice with an open mind and without judgment, allowing them to experience the benefits of mindfulness firsthand. • Be mindful of students' individual needs and comfort levels, offering modifications or alternatives as needed to ensure everyone can participate comfortably. • After the activity, provide opportunities for students to share their experiences and ask questions, allowing for open dialogue and reflection on the practice of self-regulation. 	
Description of the activity	<p>This activity focuses on promoting self-regulation and emotional well-being through the practice of mindful breathing.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Begin by gathering the students in a quiet, comfortable space within the classroom. 2. Explain to the students that they will be practicing a relaxation technique called mindful breathing, which can help them feel calm and focused. 3. Have the students sit or lie down in a comfortable position, with their eyes closed if they feel comfortable doing so. 4. Encourage the students to take slow, deep breaths in through their nose and out through their mouth, focusing their attention on the sensation of their breath as it enters and leaves their body. 5. As the students continue to breathe mindfully, guide them in bringing their attention to different parts of their body, starting from their head and moving down to their toes, encouraging them to relax each part as they exhale. 6. Optionally, you can play soft music or nature sounds in the background to enhance the relaxation experience. 7. Try to enjoy "silence" 8. After a few minutes of mindful breathing, gently bring the students back to the present moment by asking them to wiggle their fingers and toes and slowly open their eyes. 9. Allow the students a moment to reflect on how they feel after practicing mindful breathing, and encourage them to use this technique whenever they need to calm their minds or regulate their emotions. 	

SELF-REGULATION 5 A character to tell a story

LA STRADA - DER WEG

Template

n. 58

Methodology:	Active listening Listening to oneself	
Subject	History & Social sciences	
Life skill related	Self-regulation	
Title	A character to tell a story	
Age/Grade	Middle school	
Timing	90 minutes	
Suggestion for who facilitate	<ul style="list-style-type: none"> - Describe and situate the historical background (Roman, Greece, Feudal Middle Ages,) - Choose and prepare a number of characters as much as the the number of pupils - Behind the picture write a description of the character with weaknesses and strengths - Place the pictures on a desk - The pupils go and choose a picture 	
Description of the activity	<ul style="list-style-type: none"> - Pupils have to choose a picture - They return to their seats - They turn the picture over and read the character description - The pupils can choose whether to keep the character or to assign it to another classmate on the basis of the similarities of characteristics, giving reasons for their choice - In the event that a pupil is assigned more than one character by his or her classmates, the pupil must choose which character to keep, again based on the affinities of characteristics (giving reasons for the choice) - In the event that a pupil is left without an assigned character, he or she will have to make a choice among the remaining characters (again, on the basis of affinities of characteristics). - Group discussion on the "correctness" of the choices and assignments - Possible revision, reflection and change of assignments - Each pupil has to set goals for improvement in relation to the characteristics that have emerged - Do a similar activity again after 3 months 	

SELF-REGULATION 6 Emotional Regulation Map

LA STRADA - DER WEG

Template

n. 59

Methodologies:

This activity encourages students to explore and share effective strategies for self-regulation of emotions, promoting mental well-being and self-awareness.

Methodology:	Work group	
Subject	Language	
Life skill related	Self regulation	
Title	Emotional Regulation Map	
Age/Grade	Last classes of the primary school	
Timing	60 min You can adapt the timing of the activity regarding the numbers of students and their knowledge about self regulation and emotions	
Suggestion for who facilitate	<ul style="list-style-type: none"> ● Explain to students that self-regulation of emotions is important for managing stress, improving concentration and promoting mental well-being. ● Introduce the activity by telling them that they will create an "Emotion Regulation Map" in order to explore different strategies together so they can use it to manage their emotions. ● Ask students to reflect on the strategies they use to manage their emotions when they feel angry, sad, stressed or anxious. Each student can write down his/her strategies on post-it notes or slips of paper. 	
Description of the activity	<ul style="list-style-type: none"> ● Divide the class into groups of 4 to 5 pupils ● Assign each group a specific emotion (e.g. anger, sadness, stress, anxiety). ● Each group will use post-its or slips of paper with the strategies to create a visual map of the self-regulation strategies for that emotion. They can draw, write or use symbols to represent the strategies. It is suggested to use this map: https://sketchplanations.com/mapping-emotions ● Each group will present their map to the class, explaining the selected strategies and how they can help regulate the assigned emotion. The other students can ask questions or share their own ideas about the self-regulation strategies. ● After all groups have presented their maps, start a class discussion on self-regulation strategies and the importance of choosing the strategies that work best for everyone. Ask the students to reflect on how they can apply these strategies in their daily lives. ● Finally, summarize the main concepts addressed during the activity. Emphasize the importance of self-regulation of emotions for mental well-being and invite students to continue exploring and practicing self-regulation strategies. ● Tip: Show your pupils "Inside Out", 2015 & "Inside Out 2", 2024. This will be inspiring 	

SELF-REGULATION 7 Ecosystem explorers

IRECOOP AAS

Template

n. 60

Deepen geographical understanding by focusing on ecosystems and biodiversity.

Develop self-regulation competence through planning and executing conscious actions in response to acquired information.

Identifying tools to promote learners' identification of their own learning needs

Promoting the connection between geography and environmental awareness

Methodology:	Self Regulation. Tools to promote learners' identification of their own needs training, teamwork, collaboration, peer learning	
Subject	Geography & Biology & Active citizenship	
Life skill related	SELF REGULATION	
Title	Ecosystem Explorers	
Age/Grade	All ages	
Timing	3 à 4 hours - 2 à 3 meetings	
Suggestion for who facilitate	Required Materials: <ul style="list-style-type: none"> • Geographic maps • Online resources on biodiversity • Paper and pens • Materials for poster creation 	
Description of the activity	<p>Lesson 1: Introduction to the Virtual Journey</p> <p>Lesson 1: "Exploring Ecosystems"</p> <p>Opening Activity (15 min):</p> <ul style="list-style-type: none"> • Brief introduction to ecosystems and the importance of biodiversity. <ul style="list-style-type: none"> ◦ Example: Show a short video showcasing the beauty and diversity of ecosystems around the world, emphasizing the importance of preserving them. • Divide the class into peer learning groups and ask them to reflect on the concept of biodiversity and the significance of ecosystems for life on Earth. Each group discusses how ecosystems impact the well-being of the environment and living beings. <p>Peer Learning: Choosing an Ecosystem (20 min):</p> <ul style="list-style-type: none"> • Within each group, students discuss and choose a specific ecosystem to explore (e.g., rainforest, desert, savanna, etc.). Each group then selects a country or region of the world where the chosen ecosystem is located. 	

- **Example:** Students might choose fascinating ecosystems like the Amazon rainforest or the Great Barrier Reef in Australia.

Cooperative Learning: Research Planning (25 min):

- Students work together within their groups to plan their research on the geographical and environmental characteristics of their chosen ecosystem. Using paper and pens, they create a detailed list of information to gather, such as geographic location, climate, animal and plant species present, and environmental threats.

Lesson 2: "Research and Poster Creation"

Warm-Up Activity (10 min):

- In pairs or small groups, students discuss specific geographical and environmental aspects they want to dig into the subject during their research on the chosen ecosystem. They also reflect on their learning needs, identifying topics they wish to focus on.
 - **Example:** Conduct a short interactive quiz where students answer questions about the general geography of ecosystems.
 - Encourage students to start from personal experiences (travels, readings, etc.), consider their interests related to environment and nature, ask questions about what fascinates them most about the ecosystem, and identify topics they want to explore further based on their needs and interests.

Peer Learning: Individual or Group Research (30 min):

- Students use online resources and provided educational materials to gather detailed information about the geographical and environmental characteristics of their ecosystem. They can use geographic maps and online resources on biodiversity to deepen their understanding.
 - In their presentations, students should note how they selected and evaluated available information sources, identified areas of interest individually and as a group, assessed personal understanding, noted any gaps or unanswered questions, and adapted research strategies according to their learning styles and preferences (using interactive geographic maps, explanatory videos, texts, etc.).

Cooperative Learning: Poster Creation (30 to 45 min):

- Each group creates a poster visually representing the collected information about the geography and biodiversity of their ecosystem. Using artistic materials and colors, students make the poster attractive and informative, including images, charts, and explanatory text.

Lesson 3: "Sharing Natural Treasures"

Opening Activity (15 min):

- In peer learning groups, students share their research experiences and discuss the importance of biodiversity and ecosystem conservation. They can share strategies used within the groups, individual solutions adopted, and educational priorities.

Peer Learning: Poster Presentation (45 min):

- Each group presents its poster to the class, sharing the gathered information about the geography and biodiversity of their ecosystem.

During the presentations, students can identify major environmental challenges and possible solutions.

- Presenting posters not only allows students to share the collected information but also gives them an opportunity to reflect on their learning needs and identify areas for improving understanding and participation:
 - **Self-assessment of Understanding:** While presenting the poster, students can evaluate their understanding of the information collected about the ecosystem. They can question whether they can clearly explain the geographic features and biodiversity of the ecosystem to the class or if there are areas where they could improve their presentation.
 - **Answering Questions:** During the Q&A session after the presentation, students can address questions from classmates. These questions may highlight topics or details not fully understood during the research. Students can use these questions to identify gaps in their understanding and reflect on how to dig deeper into those topics.
 - **Peer Feedback:** After each presentation, students can receive feedback from classmates. This feedback may include compliments for well-developed presentation aspects and suggestions for improvement or additional information. Students can reflect on this feedback to identify areas for improvement in communication skills and ecosystem understanding.
 - **Reflection on Environmental Challenges and Proposed Solutions:** During the presentation of environmental challenges and proposed solutions for ecosystem preservation, students can reflect on how this information affects their perception of the importance of environmental conservation. They can consider how individual and collective actions can contribute to environmental protection and identify specific actions to address these challenges.

Cooperative Learning: Planning Conscious Actions (30 min):

- Students work together to plan conscious actions they can take to contribute to the preservation of the explored ecosystems. They can create a list of practical actions, such as participating in environmental volunteer projects or promoting biodiversity awareness in their community.

Evaluation:

- Evaluation will be based on active participation, completeness of collected information, quality of the poster, and coherence of the planned conscious actions.

Final Notes:

- This activity connects geography to environmental awareness, encouraging students to explore the world's ecosystems and reflect on conscious actions to preserve biodiversity. The activity examples are designed to be engaging and informative, promoting self-regulation and responsibility towards the environment.

ATTACHMENT

Possible Questionnaire for Students to Reflect on Their Learning Needs During and After Activities:

Self-assessment of Understanding:

- Have I fully understood the information about the ecosystem we presented?
- Was I able to clearly explain the geographic features and biodiversity of the ecosystem during the presentation?
- Were there moments during the presentation where I felt unsure or unprepared?

Answers to Questions:

- Did I respond confidently and thoroughly to questions from my classmates?
- Were there questions I couldn't answer completely?
- Which questions made me reflect or highlighted aspects that I could further explore?

Peer Feedback:

- What were the strengths of our presentation according to classmates' feedback?
- Were there suggestions or advice on how to improve our presentation?
- What can I learn from classmates' feedback to improve future presentations?

Reflection on Environmental Challenges and Proposed Solutions:

- What are the main environmental challenges we identified during the presentation?
- How do these challenges affect my perception of the importance of environmental conservation?
- What actions can I take personally or with my group to contribute to the preservation of the presented ecosystem?

Using this questionnaire, students can purposefully reflect on their learning needs, identifying areas to focus on for improving understanding and participation in future activities.

SELF-REGULATION 8 4 Houses

IRECOOP AAS

Template

n. 61

Methodology:	Guideline to develop focus group on topical issues	
Subject	History & geography. Social and psychological sciences	
Life skill related	<u>Self-regulation</u>	
Title	4 Houses	
Age/Grade	13/14 Middle school, first grade high school	
Timing	90 min	
Suggestion for who facilitate	<p>Beware, give the rules to the participants and be sure that they understand how to act. Take note of the words and actions used by participants, divide it in categories as:</p> <p>Words/actions that valorize other members of the group</p> <ul style="list-style-type: none"> • Words/actions that enlighten the task • Aggressive words/actions • Words/action of pull back/not collaboration <p>More important is the final feedback: make a circle and start to ask the participants this suggested question about the importance of collaboration and the impact of some free choices and action by the one that has more freedom than others.</p> <p>Start from looking at the final product of every group, starting from the first square to the fourth. Remember to explain how it was done (the rules adopted in the description of the activity) and if the house is clear or a mess, and how much space every single house has, maybe a short description on how many commodities are available. Then start asking the participants that have more freedom and afterwards ask the same question to the other participants:</p> <ul style="list-style-type: none"> • How was the exercise? Do you like it? • How were your feelings during the different stages of the activity? • Do you think that you could perform the activity in a different way in the different stages of the game • Do you think there is something that you can do better? • Was there something that has bothered you? • Why do you think we have done this activity? <p>After every participant has given an answer, the teacher and the educator can ask if the participants with more freedom want to add something, then discuss with the class if the activity can be related to other historical situations or in the classroom itself.</p> <p>Don't be judgmental, try just to note the fact, don't use words such as <i>right</i> or <i>wrong</i>, <i>bad</i>, and so on. Try to focus on the participants on the results, tell them to not take it personally, but just for the sake to understand how to improve the life skills related or the learning of the subject.</p> <p>Accordingly modify the follow-up with the life skills you want to focus on, or the needs you think are more important to the participants.</p>	

	<p>Facilitator Instructions</p> <ul style="list-style-type: none"> ● Explain the rules of the activity clearly to all participants. Ensure everyone understands what they need to do. ● Observe and note the words and actions participants use. You can categorize them as: <ul style="list-style-type: none"> ○ Words/actions that support other group members ○ Words/actions that help complete the task ○ Aggressive words/actions ○ Words/actions that show withdrawal or lack of cooperation <p>Debriefing Session</p> <p>After the activity, gather all participants in a circle for a discussion.</p> <ul style="list-style-type: none"> ● Review each group's final product, from the first to the fourth square. <ul style="list-style-type: none"> ○ Discuss how the activity was done, the rules followed, and whether the house drawings are clear or messy. ○ Talk about the space each house occupies and any features or amenities included. ● Ask the participants, starting with those who had more freedom during the activity, the following questions: <ul style="list-style-type: none"> ○ How did you feel during the activity? Did you enjoy it? ○ What emotions did you experience at different stages? ○ Would you do anything differently if you did the activity again? ○ Is there something you think you could improve? ○ Was there anything that bothered or upset you? ○ Why do you think we did this activity? ● Encourage all participants to share their thoughts. ● Discuss as a group whether this activity relates to real-life situations, historical events, or classroom experiences. <p>Facilitation Tips</p> <ul style="list-style-type: none"> ● Stay neutral: Avoid judging participants' responses. ● Focus on facts: Don't label actions as "right" or "wrong." ● Encourage reflection: Help participants think about what they learned and how they can apply it. ● Adapt the follow-up activities to focus on specific life skills or learning needs relevant to your group.
Description of the activity	<p>Material needed: colors for every participant (one different color per participant in the same group) and a paperboard big enough to have 4 squares where 4 participants can draw together 4 houses.</p> <p>Make groups of max 4 participants.</p>

The activity is ideal to promote self-regulation and when you want to develop critical thinking about historical situations and nowadays related conflicts and/or sustainability.

The next steps will be done for every group.

The goal of every participant is to draw a house in 4 different squares of the paperboard. There are 4 matches, every match will be executed in a single square of the paperboard. All rounds have different rules except for the order of play. At the beginning choose the order of play. The order of the players is the same in the first and second match.

-Match number 1: draw a house big whatever you want in the first square, in the space where there is a house the player of the turn cannot cross the drawings of the others houses. The first player has 30 seconds, the second 15, the third and fourth only 5 seconds.

-Match number 2: divide the second square in 4 parts, every player can draw his/her own house, but with different time (again). The first player has 30 seconds, the second 15, the third and fourth only 5 seconds.

-Match number 3: everyone at the same time draws a house, trying to make it bigger in the third square. Time limit 2 minutes.

- Match number 4: draw a single house in collaboration with others, everyone needs to have a specific role and goal for the house. Decide before what the group wants to have in this house.

- Time to decide and draw the house 10 minutes (but you can give them 5 minutes more if they want to)

At the end make a final feedback on the activity (see suggestion above) where you can start to talk about the specific topics you want to address or discuss with the participants.

Every square is a different stage of self-regulation

Materials Needed

- One color (e.g., marker, crayon) for each participant; each person in the same group should have a different color.
- One large sheet of paper (paperboard) per group, big enough to divide into 4 equal squares.

Group Formation

- Form groups of up to 4 participants.

Activity Objective

Each participant will draw a house in one of the four squares on the paperboard. The activity consists of 4 rounds, each with different rules.

Activity Rounds

Round 1: Individual Drawing with Time Limits

- In the first square, participants take turns drawing a house.
- Order of play is decided at the beginning and remains the same for Rounds 1 and 2.
- Time limits:
 - 1st player: 30 seconds

- 2nd player: 15 seconds
- 3rd and 4th players: 5 seconds each

- Players must not draw over the houses already drawn by others

Round 2: Divided Square Drawing

- Divide the second square into 4 equal parts.
- Each participant draws their own house in their assigned part.
- Time limits are the same as in Round 1.

Round 3: Simultaneous Drawing

- In the third square, all participants draw at the same time.
- Goal: Each person draws a house, trying to make it as big as possible.
- Time limit: 2 minutes.

Round 4: Collaborative Drawing

- In the fourth square, the group works together to draw one house.
- Before starting, decide as a group what features the house should have.
- Assign a specific role or part of the house to each participant.
- Time limit: 10 minutes (can extend by 5 minutes if needed).

Post-Activity Discussion

After completing all four rounds, gather the participants to discuss the activity. Focus on topics such as collaboration, decision-making, and how different rules affected the outcomes. Encourage everyone to share their thoughts and feelings about each round.

Learning Focus

Each square represents a different stage of self-regulation. This activity helps participants understand how rules, time constraints, and collaboration impact their work and interactions with others.



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