

ELT + V

EMPOWERING LANGUAGE TEACHERS
INCLUDING NON-SPECIALIST VOLUNTEERS

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Module 2: Active engagement techniques including creating a positive climate for learning

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MODULE 2

General Introduction

General knowledge is that any student who feels safe, secure and welcome in class, can learn more easily. The class is like our home, so it is necessary to feel comfortable and safe in it. We can also imagine the need that people from other countries and cultures have for experiencing a positive attitude in the host countries. Any teacher who decides to teach foreign students needs to take into consideration the cultural diversity of migrants and how they feel about this diversity.

It starts with self-awareness: Self exploration activities are useful in order to understand our feelings towards others.

It also requires a redefinition of key concepts such as culture, xenophobia, racism etc. as we tend to think that we know and understand them but don't know the actual definition.

These will help promote an in-depth understanding of the factors that characterize and influence diversity, and to cultivate the interaction and cooperation.

Example:

If we have in class a student that is always late, the stereotypical way is to think that they are a lazy person. Is this true or the perception of time creates this behaviour?

As positive climate plays a significant role in the learning experience, the teacher can help students feel welcomed through the use of games, which encourages active participation. *Teaching refugees* guide proposes during the first meeting to invite students to build with Lego, do puzzles or play simple board games.

Foreign students and especially refugee students often worry about the new situation in their life. They worry about the first days in class as they do not know if they will be accepted, if they can manage to learn a new language if their appearance will influence the behaviour of others. Psychologists say that our thoughts influence our emotions, and our emotions influence our behaviour.

For this reason, to recognize the emotions of students in class is important. To manage this, we can use activities that can define emotions even without words. Emotions help people to be motivated and take actions, to make decisions, to understand others.



[ANNEX 2.1a.](#)

Stereotypes Activity



[ANNEX 2.1b.](#)

Prejudice and
Discrimination



[ANNEX 2.1c.](#)

Physical Appearance
Worksheet



[ANNEX 2.1d.](#)

We are Similar and
Different



[ANNEX 2.1e.](#)

Perception of Time Quiz



[ANNEX 2.2.](#)

Cross-Cultural Check List

Furthermore, by positive climate for learning we mean that all activities need to be well organized and to have a clear target, to see and support the different abilities of students. For instance, teachers can incorporate in the language teaching examples from real life such as food, colours, etc.

What is more, teachers need to be as empathetic as possible. For instance, try to imagine yourself in a foreign country with extremely different habits to yours. How this would have affected your day-to-day life?



ANNEX 2.3.

Glossary



ANNEX 2.4.

M&M Game

FURTHER READING

Understanding Emotions

<https://positivepsychology.com/understanding-emotions/>

The Importance of “Personal Space” as we ease the lockdown and resume economic activities

<https://www.linkedin.com/pulse/importance-personal-space-we-ease-lockdown-resume-orimalade>

5 Reasons Emotions are Important

<https://www.verywellmind.com/the-purpose-of-emotions-2795181>

The M&M’s feelings game

<https://hope4hurtingkids.com/emotions/understanding-emotions/emotions-candy-game/>

1. Establishing a climate for learning

This first section of this module addresses the teachers and how to recognize their feelings and perception about diversity. We underline the importance of climate for learning and how this can be influenced by teachers' beliefs and perspectives as well as by the other students. Clarification about terms like culture and diversity plays a significant role.

Indeed, our cultural traits can be significantly different than other people's. The cross-cultural check list can assist us in understanding what we observe without making assumptions or forming an opinion based on stereotypical thinking.

Example:

Should I expect differences in what is thought of as appropriate 'personal space'?
Should I anticipate differences in the way my counterparts use touch?

By the term "climate for learning" we describe the environment of the classroom and the emotional atmosphere of the class. As we are dealing with students belonging to vulnerable groups, we need to consider their psychological and emotional status as well as the emotions and behaviour of their educators.

Studies have found that some characteristics of positive climate for learning are:

- Interaction between the teacher and the student.
- Cooperation between students.



ANNEX 2.5.

Classroom Contract

Fabulous flag is an icebreaking activity that help students or participants introduce themselves.

For this activity students need a paper and some colourful pens. They draw anything they feel that defines them and any information that they would like to share with the class. At the end, after each student has presented the flag, the teacher can decorate the class with students' creations.



ANNEX 2.6.

Why am I here?

Establishing an anti-bullying policy:

In order to avoid any incident of bullying in class, you need to establish what bullying is in the first place. In addition to providing a definition, videos and role play activities can help students to understand better the meaning and the negative emotions and impact that bullying may cause.

National Centre Against Bullying defines bullying as "when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from others, and will probably continue if no action is taken".

What is more, one should keep in mind that bullying can happen between students from same or different nationalities.



ANNEX 2.7.

Bullying what is it?

Fostering the sense of teamwork can help students to respect each other, to listen to each other and to support each other. You can start by giving a name in the class, a name that can be written in the “Class Contract”. You must not forget that a safe and supportive environment prevents bullying and as a teacher, you should lead the way and be a role model of kindness and respect.

Art Reproduction Puzzle :

Divide students into groups of six or eight (or larger if you want to make the task more difficult).

Provide each team with an image and blank pieces of white card stock, one per team member.

First, each team must cut up the image into the same number of pieces as there are group members.

Then, each player will take one of the pieces of the image and reproduce it onto their blank piece of card stock with pencils, coloured pencils, or markers. (If the team cuts the image into irregularly shaped pieces, each team member must then cut their blank paper into the same shape.)

When every team has created the pieces of their puzzle, they will switch pieces with another team. The team will work together to solve the puzzle.

Enhancing emotional intelligence:

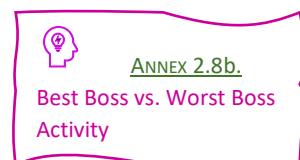
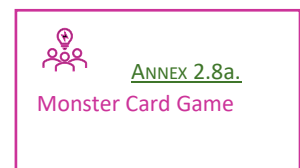
Emotional intelligence is the ability to control one’s feelings and interact in a positive way towards other people.

Emotional intelligence affects the quality of lives because it influences human behaviour and relationships.

The way that students manage their emotions can have an impact on everything from their relationships with classmates to their performance in the classroom. Students with higher levels of emotional intelligence are able to keep a check on their emotions better and be empathetic towards others around them. This can help them develop (and improve) self-motivation and communication skills, essential skills for students to become more confident learners. It has been proven that students who lack emotional intelligence tend to be less connected to school thus, affecting negatively their performance in the classroom.

Teaching emotional intelligence is an important aspect of education. Teachers can help students to be a part of emotional intelligence class by:

- Greeting students individually with their names
- Showing empathy to their problems
- Using clear and concise explanations
- Establishing class rules
- Providing positive feedback on their effort
- Creating role play activities





FURTHER READING

Classroom Icebreakers

<https://www.icebreakers.ws/classroom-icebreakers>

21 Team-Building Activities for Students

<https://tophat.com/blog/team-building-activities-for-students/>

Build A Safe Environment

<https://www.stopbullying.gov/prevention/build-safe-environment>

The M&M's feelings game

<https://hope4hurtingkids.com/emotions/understanding-emotions/emotions-candy-game/>

2. Developing good interpersonal relationships

The second section of the module is dedicated to activities for students so the educators can understand how students perceive and feel about each other.

By using specific techniques, educators can help students to feel confident to express themselves and create an environment that promotes a sense of belonging and teamwork so eventually the participants will gain their common social identity as students.

Culture shock

People who leave their countries, friends and families to start a new life tend to experience culture shocks. Culture shock is a term used to describe the anxiety and the negative feelings people experience when they are relocated into a society that's different from the one they grew up in. It is a deeply personal experience, and it affects individuals in different ways.

Culture shock usually occurs in 5 stages:

Honeymoon – arrival in the new culture. People feel excited about their new life, and everything is interesting. They like being a tourist because the person's basic identity is still rooted "back home".

Disorientation - everything familiar is gone. Newcomers are overwhelmed by the requirements of the new culture, have new stimuli in the new environment.

Mental Isolation / Hostility – Newcomers face difficulties in their daily life in a new culture. Difficulties are practical and emotional such as financial and social adjustments, poor language skills, sense of loneliness and nostalgia. Often newcomers feel angry and offended toward the new culture for causing difficulties.

Adjustment / Integration - The first adjustment happens when newcomers learn language skills and make friends. Start to enjoy new cultural experiences as they respond to new cues and have an increased ability of meaning of the new culture. They are able to see the bad and good points of both cultures.

Biculturalism – In this stage the newcomer has become fluently comfortable in both the old and the new culture. There is some controversy about whether anyone can really attain this stage.

Culture Shock Activity:

- Food differences
- Daily routine differences
- Transportation mode
- Shopping

Teachers create a board with images of food or daily routines or shopping habits in the host country and ask students to compare them to their countries of origin.

<https://www.youtube.com/watch?v=f1sxEJ4rQUk>

Recognising culture shock is important to identify situations in which one could feel uneasy and discuss how this feeling can be overcome.

The teacher prepares cards with words, sentences, comments belonging to each stage.

Students need to recognize the stage each statement belongs to.

Understanding different values in order to understand someone

Value is a concept that describes the beliefs of an individual or culture. A set of values may be placed into the notion of a value system.

Values are considered subjective and vary across people and cultures. Types of values include ethical/moral values, doctrinal/ideological (political, religious) values, social values, and aesthetic values.

Personal values are implicitly related to choice; they guide decisions by allowing individual choices to be based on the associated values.

In order for students to have an opportunity to understand and to define their personal values they can watch videos and engage in the proposed activities.

<https://www.youtube.com/watch?v=F7XF6jMsaP0&t=24s>

Personal Value Activity:

- Provide the students with a list of personal values
- Ask them to determine the values, based on their experiences of pleasure, self-importance, and completion.

Why is each experience truly important and memorable?

Use a list of common personal values to help them get started – and aim for about 10 top values.

Perception of time: Time has different interpretation between cultures. Some cultures are monochronic and some others polychronic.

Monochronic cultures like to do just one thing at a time. They value a certain orderliness and sense of there being an appropriate time and place for everything.

Polychronic – where several things can be done at once, and a more fluid approach is taken to scheduling time. Such cultures tend to be less focused on the precise accounting of each and every moment, and much more steeped in tradition and relationships rather than in tasks.

The teacher prepares cards with words, sentences, comments belonging to each stage. Students need to recognize the stage each statement belongs to.

Social identity and personal identity: understanding what they are in order to improve interpersonal skills

Tajfel (1979) states that the groups (e.g. social class, family, football team etc.) which people belong to, are an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world. We divide the world into “them” and “us” based through a process of social categorization (i.e. we put people into social groups).

This is known as in-group (us) and out-group (them). Social identity theory states that the in-group will discriminate against the out-group to improve their self-image.

SOCIAL IDENTITY THEORY:

Something special happens to people when they find themselves in group conditions as they influence personal psychology.

There are two types of behaviour:

- The interpersonal one (friendships, positive or negative relationships according to the individual temperament)
- The inter-group one, where the person acts as a member of the group (trade union, sports team etc).

Wheel of Personal and Social Identity:

This is an activity made for students to identify their social identities and to understand how people perceive them. The wheels created by University of Michigan can help the teacher and students to understand the subject.

<https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>

Sense of belonging: The need to belong is a human need and refers to a human emotional need to have relationships and be accepted by members of a group. This need also includes the person who must belong to a peer group at school, be accepted by peers or be part of a religious group.

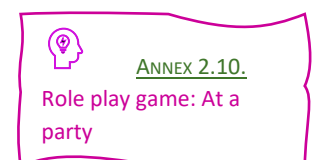
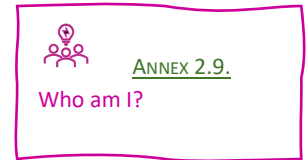
A sense of belonging seems to be important as individuals are accepted, understood, and supported by the other team members, thus enhancing their interpersonal skills.

Learning in Teams / role play game activities:

Start by creating small identity groups. Give opportunities to students to work together thus promoting mutual respect in classrooms.

Through funny activities that you can find in YouTube like:

<https://www.youtube.com/watch?v=V6MjmVTEDsc> teachers can create a safe environment and enhance the sense of belonging.



FURTHER READING

Intercultural Communication Handbook

http://www.eslcooperative.ca/CESLM_Intercultural_Communication_Handbook.pdf

Social Identity Wheel

<https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>

Meet New People (Role Play Cards)

<https://busyteacher.org/20004-at-a-party-meet-new-people-role-play-cards.html>

How to Facilitate the Spectrum Activity in Your Classroom

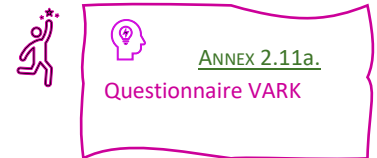
<https://www.youtube.com/watch?v=RAA65IJeCHQ&t=177s>

3. Understanding preferred learning styles

Learning style is an individual's natural or habitual pattern of processing information in learning situations. Teachers can use questionnaires in order to define the learning style as well as observation. When teachers can recognize the preferred learning style of their students, they can adapt the lesson to be more helpful and understandable for the participants.

There are four basic types of learners, based on **the VARK model**.

- Visual learners
- Auditory learners
- Reading/Writing learners
- Kinesthetic learners



Visual learners

Visual learners prefer using images, colours, pictures in order to organise information and be able to communicate with others. It is easy for these people to visualize objects, plans and outcomes in their mind's eye. Concept map technique helps visual learners a lot. Usually visual learners use expression as, see how this works for you, I can picture it, I never forget a face, let's draw a diagram.

Help guide for visual learners

Use colour, layout, and visual words. Use mind maps. Use colour and pictures in place of texts if it is possible or use different colour pens to underline words. Diagrams can help to visualize the links between parts. See in your mind the procedure or the lesson as story full of pictures, and then try to memorize it.

Auditory learners

Auditory learners tend to retain information more carefully when the information passes through sound. Prefer any method that could include sounds from musical notes to voice recording. May also prefer class lecture to reading. Learn easily and can understand even complex topic when they listen to the class lecture.

Auditory learners can have benefit when

- Recording lectures
- Watching videos
- Repeat facts with closed eyes
- Taping notes after writing them

Reading/Writing learners

Reading/Writing learners use lists, read texts and keep notes. This kind of learners they prefer to make research of the subjects, to write more



assignments and to work with big lists of notes. Usually reading and writing learners learn better when they re-write notes after class, use coloured pens and highlighters to focus in on key ideas, write out key concepts and ideas.

Help guide for Reading and Writing learners

Provide handouts to the students and print out notes for later review. When you assign a task, provide written directions. Use repetitive writing. Use notes on the board or on PowerPoint. Use flash cards, add notes to pictures or diagrams, choose a physical book over an audiobook, and use closed captions on videos.

Kinaesthetic learners

Kinaesthetic learners use body and sense of touch in order to learn. Kinaesthetic learners use hand gesture and communicate a lot with body language. Love the physical action. Prefers to work with hand instead to draw the action in their mind.

For example, they prefer to pull an engine apart and put it back instead of reading the theory about how it is works.

Usually kinaesthetic learners use expression as, stay in touch, this does not sit right for me; I have good feelings about this.

Help guide for kinaesthetic learners

Use physical objects as much as possible. Physically touch objects as you learn about what they do. Flashcards can help to memorize information because you can touch and move them around. Keep in mind as well that writing and drawing diagrams are physical activities, so don't neglect these techniques. Perhaps use big sheets of paper and large colour markers for your diagrams. You then get more action from the drawing.

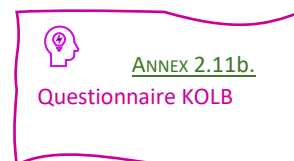
Use role-playing, either singular or with someone else, to practice skills and behaviours. Find ways to act out or simulate what you are learning.

KOLB'S LEARNING STYLES

Kolb's learning styles have been adapted by two management development specialists, Peter Honey and Alan Mumford. They use a four-way classification that closely resembles that of Kolb but is simplified for use in a practical training situation. They supported that all people we have one of the four styles to learn. We can be Activists, Reflectors, Theorists or Pragmatists.

Activists

Activists love new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded and not sceptical. They have a tendency to be enthusiastic about anything that is new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. They deal with problems by brainstorming.





As soon as the excitement from one activity has died down, they are busy looking for the next. Love challenges of new experiences but feel bored with implementation process.

Reflectors

Reflectors like to stand back and think about experiences and observe them from many different perspectives. They collect data, both first-hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The systematic collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious.

They are thoughtful people who like to consider all possibilities and suggestions before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the meaning of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and put together observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way. They assimilate different facts into coherent theories. They tend to be perfectionists. They like to analyse and synthesize. They are eager on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. If something is logical it's good.

Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective. Their method to solve problems is consistently logical. This is their concept, and they strictly reject anything that doesn't fit with this concept. They prefer to maximize certainty and feel uncomfortable with subjective judgements, lateral thinking and anything superficial.

Pragmatists

Pragmatists are enthusiastic on trying out ideas, theories and techniques to see if they work in practice. They always search new ideas and take the first opportunity to experiment with applications. They want to put in practice any new idea. They like to get on with things and act quickly and confidently on ideas that attract them.

They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it works it's good'. (Honey & Mumford, 2006)

The VARK Model

Based on the VARK model there are four basic types of learners.

- Visual learners
- Auditory learners
- Reading/Writing learners
- Kinaesthetic learners

For each one of them, educators may use tips to assist their students achieving better learning results.

The KOLB'S Learning Styles

Kolb's learning styles have been adapted by two management development specialists, Peter Honey and Alan Mumford. They use a four-way classification: Activists, Reflectors, Theorists or Pragmatists.



ANNEX 2.12.

Mind Map Exercise

FURTHER READING

The VARK Questionnaire

<https://vark-learn.com/wp-content/uploads/2014/08/The-VARK-Questionnaire.pdf>

Discover Your Learning Style – Comprehensive Guide on Different Learning Style

<https://www.educationcorner.com/learning-styles.html>

Learning Styles. Helping Students prepare, advance and excel.

https://www.ccri.edu/success/pdf/sc_LearningStyles-FINAL.pdf

Discover Your Learning Style – Graphically!

<https://www.learning-styles-online.com>

4. Providing opportunities for learners to evaluate their work

Firstly, students need to have a clear goal on what they would like to achieve. That is why educators should explain every time very clearly the objectives of the lesson. Questions like “why I am learning...” “What am I getting out of this?” or “Have I really learned anything from this class?” could be a very practical tool for students.

S.M.A.R.T goal analysis

S.M.A.R.T goal analysis is a tool that can help people to set their goals. This tool comes from the management field and was created by Peter Drucker's based on Management by Objectives concept. The first known use of the term occurs in the November 1981 issue of Management Review by George T. Doran. Since then, Professor Robert S. Rubin (Saint Louis University) wrote about SMART in an article for The Society for Industrial and Organizational Psychology. <https://www.mindtools.com/>

The S.M.A.R.T tool can help students to recognize and to set the goals that they want to achieve by learning the new language.

S.M.A.R.T is an acronym of words

Specific (simple, sensible, significant).

Measurable (meaningful, motivating).

Achievable (agreed, attainable).

Relevant (reasonable, realistic).

Timely (time-based, time limited)

By implementing different activities, they can have a clear picture about their progress and how to evaluate it.

Setting S.M.A.R.T Goals:

After explaining what the SMART goal analysis is, students will create their SMART goals table.

Self-assessment Activities

Different forms of self-assessment activities can help the students to measure their progress by themselves.

- **Read, Ask, and Paraphrase** supports students recall and put priorities of important information. The activity encourages self-monitoring and helps students understand the structure of text, summarize and determine key information.
- **Students' check lists** help them to look critically at their work, recognize mistakes and define ways to correct them.
- **Learning journey** helps students to identify what they learn from each lesson. When students can be a leader to their learning and know how

they learn best, they can also better direct the wide range of available choices. Learning to learn is important when teachers are not the main source of information and knowledge.

- **3-2-1 technique** helps students structure their answers by using 3 things of the lesson that they found interesting, 2 things that generated questions to them and 1 thing that surprised them and that they would like to learn more about. Teachers can use the responses of the students in order to clarify some things or to provide more information.
- **Personal Journal.** Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher 1996)
- **Highlighted Journal.** Students highlight significant thoughts and feelings relevant to the target goal.
- **Key Phrase Journal.** Students are asked to mix terms and key phrases related to their target goal
- **Reading comprehension** is the ability to read a text, understand the meaning, and connect this with the previous knowledge.

Research supports that better comprehension can be achieved when students are involved in activities that combine their previous knowledge with the new one.

They found that 5 elements influence the better reading comprehension process:

1. Activating background knowledge.
2. Make questions.
3. Analysis of text structure.
4. Imagining.
5. Summarizing.

Six-thinking hats was written by Dr Edward de Bono.

The students focus on how something can be done and not how it is today. The activity gives the opportunity to weight one thing at time. The six hats symbolize the criteria of thinking and gives the thinking process the chance to consider six directions and not six descriptions. The six hats have different colours and each one of them has a focus in different way of thinking.

The blue hat answers questions such as: “Where should I start and what is the agenda? What are the goals and how we can summarize; What should be the next step?”. Use this hat to manage thinking process, since it symbolises control, organization, goal.

With **the white hat** count and seek information (what information is available and what we still need information?). This hat is neutral and objective as we focus on the facts, only the facts.



ANNEX 2.13a.

Reading Comprehension:
Can I read like a Detective ?



ANNEX 2.13b.

Six Thinking Hats



The black hat answer questions like “What are the possible problems, what problems could arise, what points need special attention, what are the risks?” and operates as judgment. Overuse should be a problem.

The red hat leads us to give answers to feelings and intuition, we have the case as: “What are my feelings at the moment?”. This hat symbolises intuition and what is our internal reaction to the situation. Use the red hat to share fears, likes, dislikes, loves, and hates.

The green hat leads us to answers to the questions: “What are the alternatives? What creative ideas we have and how we can overcome the difficulties we have seen with the black hat?” It is a driver for new concepts and perceptions, new ideas and alternative ways of creativity.

The yellow hat gives answers to questions: “What are the benefits and what are the positives and what are the values? Could this work?” Optimism, positive thinking, efficiency look at value and benefits. Edward de Bono ,Six Hats, Alkyon,2006

Peer Assessment

Peer assessment or peer review is a structured learning process for students to evaluate and give feedback for their work to each other.

Rubric creation: Rubric is a type of scoring guide that assesses and articulates specific components and expectations for an assignment.

Rubrics help teachers to:

- Assess assignments consistently from student-to student.
- Give timely and effective feedback and promote student learning
- Clarify expectations

Rubrics help students to:

- Understand expectations
- Become more aware of their learning process and progress.
- Improve their work
- they develop respect for the other classmates

Peer Assessment Activity:

- Give students information about the logic of peer assessment
- Give clear explanation about the feedback
- Develop a rubric of peer assessment based on the subject that you want to use it.

S.W.O.T. Analysis

S.W.O.T stands for Strengths, Weaknesses, Opportunities, and Threats.

SWOT analysis helps students to identify what opportunities can be ahead of them and what possible difficulties could arise.

Strengths are things that individuals have and do particularly well, or in a way that differentiate from others.

Weaknesses, like strengths, are inherent features of individuals. Think about what you could improve, and the kind of practices you need to avoid.

Opportunities are the chances for something positive to happen, but the individuals need to claim them.

Threats include anything that can have negative effect or be an obstacle to the individual's goals.

S.W.O.T. Analysis Activity:

After explaining SWOT, ask your students to take a piece of paper divided in four quadrants and to write in each of them the words Strengths, Weaknesses, Opportunities and Threats.

Under Strengths ask to answer questions like: What do you do well? What do others see as strength to you? In which part of language do you believe that are you good?

Weaknesses: What could you improve? In which part of language do you struggle?

Opportunities: What opportunities open to you after finishing the lessons? How can you turn your strength to opportunity?

Threats: What threats can harm you? How could your learning progress be a threat for you?

FURTHER READING

Self-Regulated Development Strategy

[https://lincs.ed.gov/sites/default/files/10 TEAL Self Reg Strat Dev 0.pdf](https://lincs.ed.gov/sites/default/files/10_TEAL_Self_Reg_Strat_Dev_0.pdf)

Direct Attention Thinking Tools

<http://www.edwarddebonofoundation.com/Creative-Thinking-Techniques/Direct-Attention-Thinking-Tools.html>

Peer Assessment

<https://teaching.cornell.edu/teaching-resources/assessment-evaluation/peer-assessment>

What is the RAP strategy?

<https://k12teacherstaffdevelopment.com/tlb/what-is-the-rap-strategy/>

Six Thinking Hats

<https://www.debonogroup.com/services/core-programs/six-thinking-hats/>

5. Promoting a good range of learning opportunities

Spaced Learning

Spaced learning provides multiple learning opportunities, which over time, reinforce the learning impact. Spaced learning facilitates long-term remembering. With multiple opportunities of learning the same thing, the mind develops multiple ways of retrieving the knowledge - aiding faster recall.

Spaced learning also helps the learners to engage deeply in the learning material thus benefitting the professional growth. What is more, this method provides information in short bursts, spaced over time. This helps learners remember, as well as recall over time.

A spaced learning session consists of three 'inputs' divided by 3 to 10-minute breaks, which students spend doing a simple activity.

The first input is a lecture in which the teacher presents a large body of information, usually supported by a slide presentation.

The second input focuses on recall, so students might be presented with the same slide presentation, now missing many key words.

The final input focuses on understanding, so students should carry out a task that applies the knowledge or skills they have just acquired.

The easiest way to understand the three inputs is that the first focuses on presenting information, the second focuses on recalling information, and the third focuses on understanding information.

For more info: <https://www.youtube.com/watch?v=wu29E53phoU>

Spaced Learning Activity:

- Teach students for 20 minutes.
- Give them 1-3 minutes Brain Gym
- Continue the lesson and tell your students to focus and recall information
- Continue with a 1-3 minutes Brain Gym
- Finish the teaching with students focused on understanding the information that they received.

Inquiry – based Learning

"Inquiry" is defined as "a seeking for truth, information, or knowledge - seeking information by questioning. The process of inquiring begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling.

Inquiry-based learning is a student-centred approach that enables students to explore their natural sense of curiosity and exploration, becoming active members of their own learning process and build new understanding, meaning and knowledge.

Inquiry-based learning provides opportunities for students to:

- develop skills they will need all their lives
- learn to cope with problems that may not have clear solutions
- deal with changes and challenges to understandings
- shape their search for solutions, now and in the future.

Katrina Schwartz gives some tips for inquiry-based learning:

1. Don't teach the content standards; help students find their own path towards the information they need to know
2. Don't tell students what they should know; create the structure for them to experience it on their own
3. Use class time to make connections between pieces of information.
4. Some students may have problem with reading, so help them with the non-written word.

Inquiry-based Learning Activity:

Teachers can ask students to find the differences in food habits and why this can happen.

For example, Mediterranean food contains big portions of olive oil when in France food contains big portions of butter.

Give them the opportunity to research, learn and understand differences between their country and the host country as in the meantime, they learn a new vocabulary.

Debating

Debate is a formal argument where, according to an agreed set of rules, groups or individuals present opposing views about a particular issue and seek to defend their positions.

Debate promotes: Abstract thinking , Analytical thinking , Language usage, Questioning/cross examining , Research of Point of view, Distinguishing fact from opinion, Teamwork/Cooperation with others.

Debate, It's fun!

Students can really get involved with topics. It teaches students to critically evaluate information.

Students prepare an argument using facts and solid research.

Students develop valuable communication skills such as how to deliver a speech and how to effectively defend the points they make.

Debate reinforces good listening skills!

It builds individuals confidence!

There are two teams representing those in favour of the resolution

(Government or Affirmative) and those against (Opposition or Negative)



ANNEX 2.14a.

Hot Air Balloon Exercise



ANNEX 2.14b.

Step by Step debates
document

Project-based learning

Project-based learning focuses on the learning process rather than on the achievement of results and teaches throughout the project, rather than using the project to summarize, practice or supplement previously taught material.

FURTHER READING

Spacing in Teaching Practice

<https://www.learningscientists.org/blog/2016/4/12-1>

Learning Design and Teaching Innovation

<https://www.newcastle.edu.au/current-staff/teaching-and-research/teaching-resources/ldti>

Focus on Inquiry. A Teacher's Guide to Implementing Inquiry-based Learning

<http://blogs.ubc.ca/stevemcg/files/2014/09/Focus-on-Inquiry-teacher-guide.pdf>

4 Foreign Language Project Ideas for Student-driven Success

<https://www.fluentu.com/blog/educator/foreign-language-project-ideas/>

How Can Teachers Implement Inquiry Based Learning in the Classroom?

<https://k12teacherstaffdevelopment.com/tlb/how-can-teachers-implement-inquiry-based-learning-in-the-classroom/>

Conclusion

In this topic we underline the importance of climate for learning and how this can be influenced by teachers' beliefs and perspectives as well as by the other students. Clarification about terms like culture and diversity plays a significant role. This first section of this module refers to the teachers and how to recognize their feelings and perception about diversity. The second section of the module is dedicated to activities for students so the educators can understand how students perceive and feel about each other.

Through the activities students will have the opportunity to share personal information and interests, define the rules that they would like to have in their class, clarify what bullying means and how they can prevent it, as well as how they can all together create a class with emotional intelligence. All of the above will help in establishing a positive climate for learning in class.

Through activities teachers and students can understand what culture shock means and how this influences the behaviour of students and their interpersonal relationships. Educators understand what personal values are and the role of personal and social identity. Through specific activities, games and role play, students develop their sense of belonging which is necessary for all people in order to feel safe and communicate with others.

In this module, educators will learn the differences among the learning styles and by using different methods (observation, questionnaires) will be able to identify the preferred learning style of each students, adapt the lesson accordingly and thus, allowing students to learn in a faster and more effective way. In this module, educators will learn the importance of mind maps in the learning process. Mind maps can help to present their lesson as also students can keep notes and have all information that they need in one picture.

Students can learn techniques they can use not only for learning a new language but in general in their life, such as to set goals using the S.M.A.R.T analysis, to evaluate themselves and others and overcoming difficulties using the SWOT analysis. Several activities are also introduced to enhance self-assessment such as the six-thinking hats activity can offer different ways of thinking to solve any problem. Moreover, peer assessment will be introduced as a good preparation to accept the opinion of others as well as activities like "3-2-1" and "read like detective" that can be used to understand any situation that can happen in their life.

Spaced learning is a method that helps students to remember what they have learned. Inquiry-based learning helps students to be active learners. Through Debate students learn to express opinions, agreement and disagreement by evidence. Project-based learning promote team working, cooperation and conflict resolution between students.

All these learning methods and opportunities will be useful for students not only for the learning process but also for their personal and professional life.

Annex 2.1a. Stereotypes Activity



This is a great activity for students to understand how our view of others may be based on preconceptions.

Content

Annex 2.1b. Prejudice and Discrimination



This activity encourages students to define their social identity to understand how they may be perceived by others.

BUS 1:

A student in your class says that all teachers are strict. This is a stereotype because....

BUS 2:

Appreciating differences is important because....

BUS 3:

One way to avoid stereotypes is to:

- a. Be friends with people who are a lot like you
- b. Avoid situations where you would meet new people
- c. Get to know people as individuals

Content



Stereotypes, prejudice and discrimination

Objective	To identify your social identity based on groups that you belong to
Number of players	Small group of four
Materials	Case example
Setting	Indoors
Duration	15 minutes

All with one or another way we faced stereotypes, prejudice and discrimination in our life.

Stereotypes, prejudice and discrimination are understood as related but different concepts.

Stereotypes are regarded as the most cognitive component and often occurs without conscious awareness, whereas prejudice is the affective component of stereotyping and discrimination is one of the behavioural components of prejudicial reactions.

In this tripartite view of intergroup attitudes, stereotypes reflect expectations and beliefs about the characteristics of members of groups perceived as different from one's own, prejudice represents the emotional response, and discrimination refers to actions.

Activity Description:

- (1) A time that you faced a stereotype
- (2) A time that you experienced prejudice or discrimination
- (3) A time that you discriminated against somebody else
- (4) A time that you are witnessed discrimination and you did nothing about it
- (5) A time that you are witnessed discrimination and you did something about it



Annex 2.1c. Physical Appearance Worksheet



This activity pushes students to understand how physical appearance may influence their vision of and approach to others.

Content

PHYSICAL APPEARANCE WORKSHEET



What characteristics of each person did you notice first?

Person A _____

Person B _____

Which person is more likely to be a campus leader? Person A or Person B?

Why?





What characteristics of each person did you notice first?

Person A _____

Person B _____

Which person is more likely to be a campus leader? Person A or Person B?

Why?





What characteristics of each person did you notice first?

Person A _____

Person B _____

Which person would be more likely to be hired after a job interview? Person A or Person B?

Why?





What characteristics of each person did you notice first?

Person A _____

Person B _____

Which person would you be most likely to introduce to your parents? Person A or Person B?

Why?



Annex 2.1d. We are similar and different



This activity leads students to understand that although they may be different in some points, they can still identify similarities with each other.

Content

Similar and different

Objective	To identify similarities
Number of players	Individual
Materials	Cards read and black
Setting	Indoors
Duration	10 minutes

We are people from different countries, with different culture, habits, as also different characteristics.

Are we different or the same?

You will need two cards: one black and one red.

Every time that you agree with me you lift and keep the red one if you disagree you lift and keep the black.

I am mum (who else is a mum?)

I have brown hair (who has brown hair?)

I love reading books (who loves reading books?)

I like Christmas (who likes Christmas?)

I like sea food (who likes sea food?)

I am ambitious (who else is ambitious?)

I love my job (who loves their job?)

Sometimes I feel sad. Sometimes I feel tired.

Finally, what do you think we are different or similar?



Annex 2.1e. Perception of Time Quiz



This activity will help understand how time has different interpretation between cultures.

Content

Perception of time

In the underlined blank space before each of the behaviours or characteristics listed below, put “**M**” if you think it is **more likely** to apply to a culture where time is monochronic and “**P**” if it is polychronic.

- Time is money
- To be late is rude
- Schedules are sacred
- The focus is on the task, getting the job done
- Being made to wait is normal
- Interruptions are life
- Plans are fixed, once agreed upon
- This attitude is consistent with an individualist viewpoint
- The focus is on the person, establishing a relationship
- This attitude is consistent with a collectivist viewpoint
- Deadlines are an approximation
- To be late is to be late
- Focus on the internal clock
- Plans are always changing
- Having to wait is an insult
- People are never too busy
- Interruptions are bad
- People stand in line



Monochronic

Time is given and people are the variable. The needs of people are adjusted to suit the demands of time – schedules, deadlines, etc. Time is quantifiable, and a limited amount of it is available. People do one thing at a time and finish it before starting something else, regardless of circumstances.

Polychronic

Time is servant and tool of people. Time is adjusted to suit the needs of people. More time is always available, and you are never too busy. People often have to do several things simultaneously, as required by circumstances. It's not necessary to finish one thing before starting another, nor to finish your business with one person before starting in with another.

Source: <https://www2.pacific.edu/sis/culture/pub/1.3.5- The Concept of Time.htm>



Annex 2.2. Cross-Cultural Check List



The Key objectives of this questionnaire is to identify important cultural information for verbal and non-verbal communication.

Content

Cross – Cultural checklist

Objective	To identify important cultural information
Number of players	Individual
Materials	questionnaire
Setting	Indoors
Duration	15 minutes

Activity:

1. Think about another country or culture
2. Complete the checklist answering Yes, No, or Don't Know to each question
3. Where you answer Don't Know, how will you find out about the answer to this cultural question?



	Yes	No	Don't Know
Non-verbal communication			
Should I expect differences in what is thought of as appropriate 'personal space'?			
Should I anticipate differences in the way my counterparts use touch?			
Is there anything particular I need to be careful about in giving or receiving business cards?			
Should I avoid any particular gestures?			
Should I expect differences in the level of acceptable eye contact?			
Do I know what body language is taboo?			
Communication			
Should I anticipate different attitudes about the Acceptability of asking personal questions?			
Should I anticipate different attitudes towards the acceptability of humour and emotions?			
Should I anticipate different attitudes towards the acceptability of interrupting?			
Do I know what type of argument is likely to be most persuasive?			
Should I anticipate a different attitude towards addressing difficult issues directly?			
Do I know what style of feedback is acceptable?			
Should I anticipate different expectations about the expression of criticism?			
Should I anticipate different expectations about the expression of anger?			
Should I anticipate different expectations about the formality of feedback?			
Do I know the range of ways in which disagreement is likely to be expressed?			
Should I expect a different style of conflict resolution?			
Should I anticipate different expectations about the use of silence?			
Should I anticipate different communication styles to be in use?			
Do I know when to use first names and surnames?			
Do I know what professional titles to use?			
Should I anticipate different attitudes towards small-talk?			

Source: Culturewise Ltd.



Annex 2.3. Glossary

Essential key concepts, useful for teachers and volunteers.

Content

Example of a Glossary:

Culture: a set of attitudes, behaviours and symbols shared by a group of people and usually communicated from one generation to the next.

Ethnicity: a cultural heritage shared by a category of people who also share a common ancestral origin, language, and religion.

Nation: a large group of people who constitute a legitimate, independent state, and share a common geographical origin, history, and frequently language.

Race: a large group of people distinguished by certain similar and genetically transmitted physical characteristics.

Stereotypes: is a set of generalizations about a group of people or a social category.

Xenophobia: actually means to fear or dislike other races, cultures, ways of life, and people not similar to one's own. Xenophobia essentially translates to "fear of strangers".

Cultural diversity:

Cultural diversity is synonym to "multiculturalism".

Multiculturalism is defined as:

"... a system of beliefs and behaviors that recognizes and respects the way of life of all diverse groups in an organization or society, accepts and values their socio-cultural differences, encourages and allows their continued contribution within an inclusive cultural context which empowers all within the organization or society."

Personal space: *"is a distance that we choose to keep from others depending on how we see our relationship with them. We, therefore, can't help but feel uncomfortable when we are touched or brushed, or when someone is talking so close to our face or ears or when they are following us so closely"*.



Annex 2.4. M&M Game

The following game makes use of these well-known sweets. Based on the colour the teacher can ask students to describe a situation that they feel happy, sad etc.

Content

Emotion game

Objective	To identify and accept our emotion
Number of players	Any team group
Materials	M&M
Setting	Indoors
Duration	10 minutes

You have front of you a small bag with M&M candies.

All together co-existing in one package!

The red colour doesn't think that it is superior to the other.

The brown colour doesn't think discriminate against the other.

All colours are the same size, shape, and weight.

All colours look different on the outside, but have the same ingredients on the inside.

All have the same flavour, and they all taste super.

Even if we don't like the green colour as colour, we appreciate their taste.

As in the M&M the taste plays the most important role, the same is with people.

That means that we should not discriminate against them based on the skin colour.



Exercise

Please take the **RED** one and tell us about a situation that makes you happy in school.

Please take the **BROWN** one and tell us about a situation that makes you sad in school.

Please take the **GREEN** one and tell us about a situation that makes you angry in school.

Please take the **YELLOW** one and tell us about a situation that makes you excited in school.

Please take the **BLUE** one and tell us about a situation that feel helpless in school.

Please take the **ORANGE** one and tell us about a situation that you feel proud in school.

Source:

<https://divorceministry4kids.com/2014/dealing-difficult-emotions-candy-game/>

<https://www.scoutingweb.com/>





All students do not have the same concept of correct behaviour in class as well as the same expectations from the lesson. For example, some migrant learners may not have time or interest to study grammar and they want and expect to learn the everyday vocabulary in order to survive in the host country. That is why the creation of "class contract" can be useful, as everyone in the class can agree on the rules of behaviour and express their expectations.

Content

Classroom contract

For this activity the educator needs a flipchart and markers.

In the first line the educator writes:

- **We help each other**
- **We listen to each other**
- **We understand that everyone is unique**

The educator states/ asks the following:

- a) "Which language we speak in this class"?
The answer must be "We speak English (host country language)"
- b) Ask students to express their opinion about what rules they want to have in their classroom
Some answers could be (listen to each other, respect each other, active participation in the lesson)
- c) We are all equal in this class
- d) We are all together on this knowledge trip

Etc.



Annex 2.6. Why Am I Here?

This activity is used to learn the expectations of the students regarding the courses outcome.

Content

Why am I here?

Objective	To learn the expectation of your students
Number of players	individual
Materials	Papers and pens
Setting	Indoors
Duration	15 minutes

- Have your students draw a picture that represents why they enrolled in your course.
- Encourage them to think beyond the fact that they may need your course credit to graduate.
They could think about wanting to learn more about your field or simply that their friends were enrolled in your class, too.
- After five minutes, have students share their picture with the larger group if they're comfortable – a fun way to help students feel like part of one interconnected community.

Source:

<https://tophat.com/blog/team-building-activities-for-students/>



Annex 2.7. Bullying what is it?

It aims to understand the meaning behind bullying and how to create a safe-place for everyone.

Content

Show videos so you can explain the meaning of bullying and engage students in role playing games:

<https://www.youtube.com/watch?v=J7BFZJVeBuc>

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/ihaveyourback.aspx>

Role play some possible scenarios:

1. A student is making fun of another student's looks. A group is watching this happen and some in the group even join in.
2. A student is calling someone else names in the back of the classroom during class time because of his/her appearance.



Annex 2.8a. Monster Card Game

This is a great activity for students to work on identifying feelings.

Content

Similar and different

Objective	To recognize feelings
Number of players	individual
Materials	pictures
Setting	Indoors
Duration	10 minutes

- ✓ Have cards with monster faces expressing an emotion in pairs (you can download from internet, or you can draw) and ask your students to take one without show it to the other people.
- ✓ Students have to walk around the class making the feeling face they have on their card and try to find the person who seems demonstrating the same feeling.
- ✓ Once everyone thinks they have found their matching feeling friend, let them check their cards to see if they are right.



Annex 2.8b. Best Boss vs. Worst Boss activity

This activity aims at understanding how feelings can affect behaviour and productivity.

Content

BEST BOSS vs. WORST BOSS

Objective	To understand how the behaviour influences feelings, performances and attitudes
Number of players	individual
Materials	Flip-chart
Setting	Indoors
Duration	10 minutes

Take two flip charts and divide each in three columns. Write a large heading for each.

Chart one: “Best Boss” and Chart two: “Worst boss”.

Place the two flip charts side-by-side and divide each chart into 3 columns with the following 3 headings: Characteristics, Feelings, Actions, do/don't do

Ask your students to tell you about the characteristics of best boss and write them down.

Do the same for the worst boss.



BEST BOSS

CHARACTERISTICS	FEELINGS	DO/ DO NOT DO

WORST BOSS

CHARACTERISTICS	FEELINGS	DO/ DO NOT DO

Source:

<https://www.trainingcoursematerial.com/free-games-activities/leadership-and-management-activities/importance-of-emotional-intelligence>



Annex 2.9. Who Am I?



This activity is made to help students define their social identity and provide them with a sense of belonging.

Content

Social Identity Activity

Activity: WHO AM I?

Please describe your social identity based on groups that you belong to.
For example:

Ethnic group, race, gender, nationality

Sports team, family group, professional community

Social network, social class, age group

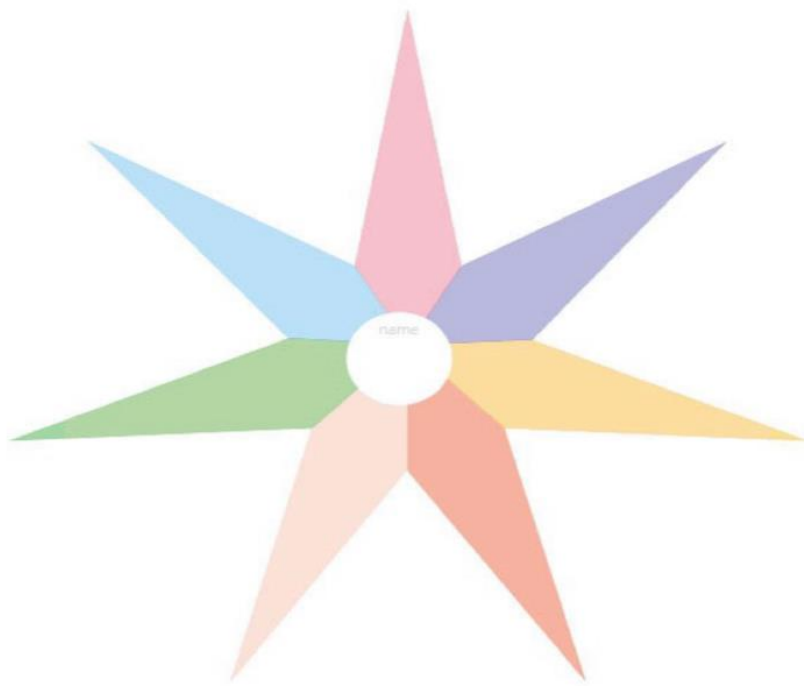
You can use the 7-pointed star that you see in the image below

Look again at the words in your star. Write after each word whether you consider that it was a 'given' or 'chosen' and b. if I might change over time or not.

- a) Given/ Chosen
 - Which aspects of your identity do we choose ourselves?
 - Which can't we choose because they are 'given'?

- b) Change
 - Which aspects of your identity do we have for life?
 - And which ones change over time?





Stories that Move
Teacher agency in digital education



Annex 2.10. Role Play game: At the Party

This activity will contribute to foster a sense of belonging in class.

Content

Role play game: At the party

Objective	Sense of belonging
Number of players	individual
Materials	cards
Setting	Indoors
Duration	20 minutes

This activity helps students to speak to each other and creates a sense of belonging to a group while at the same time students enjoy themselves,

1. Design the 18 role cards. Each card gives the student a role freely based on a celebrity.
2. Place the cards at random and let the students choose with their eyes closed (a card per student).
3. Give one minute to every student to 'learn' who they are.
4. Tell them they all meet at a party. They need to speak with at least 3 people and make a conversation (the time is given depending on the student group).
5. Join in and ask everyone to introduce their new friends to you.

You're Pharrell.

You're Michelle. You're an

You're Miley. You're an



You're an American singer. You're 41 and you live in Virginia. You're single. You like music and fashion.	American lawyer. You're 50 years old. You're from Chicago but now you live in Washington, D.C. You're married and you have 2 kids. You like cooking.	American actress and singer. You're 21 and you're from Nashville, Tennessee. You're single. You like smoking and partying.
You're Jamie. You're an English chef. You're 39 and you live in London. You're in a relationship. You like cooking and reading.	You're Angela. You're a German politician. You're 60 and you live in Berlin. You're married. You like films and swimming.	You're Manuel. You're French and Spanish. You're 52 and you're married. You work in logistics and you live in Paris. You love cars and football.
You're Daniel. You're an Australian musician. You're 35 and you live in Canberra. You're divorced. You love music and art.	You're Jean-Claude. You're a Belgian actor and philosopher. You're 54 and you live in Canada. You're divorced and you have 3 children. You like sports and reading.	You're Cristiano. You're a Portuguese football player. You're 29 and you have a girlfriend. You like football and fashion.
You're Dolores. You're an Irish singer. You're 42 and you live in Dublin. You're married and you have 3 children. You like singing and politics.	You're Wladimir. You're Russian engineer. You're 66 and you live in Moscow. You're single. You like drama.	You're Maggie. You're a Chinese actress. You're 49 and you're from Hong-Kong but you live in France. You're divorced. You like travelling.
You're Akira. You're a Japanese artist. You're 59 and you live in Tokyo. You're married. You like manga and cinema.	You're Jennifer. You're an American singer. You're married. You're 44 and you live in New York. You like dancing.	You're Tony. You're a French basketball player. You're divorced. You're 32 and you live in San Antonio. You like fast cars and burgers.
You're Silvio. You're an Italian businessman. You're 78 and you live in Milan. You live in Milan. You're divorced. You like partying and women.	You're Isabel. You're a Columbian singer and dancer. You're 37 and you have 1 son. You live in Los Angeles. You like helping people.	You're Derek. You're a Saint-Lucian teacher and writer. You're 84 and you live in England. You have 2 children and 5 grandchildren. You like poetry and drama.





This questionnaire can be used by teachers to have a clear picture about the learning style of their students.

Content



The VARK Questionnaire (Version 8.01)

How DO I learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it. Please circle more than one if a single answer does not match your perception. Leave blank any question that does not apply.

1. I need to find the way to a shop that a friend has recommended. I would:
 - a. Find out where the shop is in relation to somewhere I know
 - b. Ask my friend to tell me the directions
 - c. Write down the street directions I need to remember
 - d. Use a map

2. A website has a video showing how to make a special graph or chart. There is a person speaking, some lists and words describing what to do and some diagrams. I would learn most from:
 - a. Seeing the diagrams
 - b. Listening
 - c. Reading the words
 - d. Watching the actions

3. I want to find out more about a tour that I am going on. I would:
 - a. Look at details about the highlights and activities on the tour
 - b. Use a map and see where the places are
 - c. Read about the tour on the itinerary
 - d. Talk with the person who planned the tour or others who are going on the tour

4. When choosing a career or area of study, these are important for me:
 - a. Applying my knowledge in real situations
 - b. Communicating with others through discussion
 - c. Working with designs, maps, or charts
 - d. Using words well in written communication



5. When I am learning I:
 - a. Like to talk things through
 - b. See patterns in things
 - c. Use examples and applications
 - d. Read books, articles, and handouts

6. I want to save more money and to decide between a range of options. I would:
 - a. Consider examples of each option using my financial information
 - b. Read a print brochure that describes the options in detail
 - c. Use graphs showing different options for different time periods
 - d. Talk with an expert about the options

7. I want to learn how to play a new board game or card game. I would:
 - a. Watch others play the game before joining in
 - b. Listen to somebody explaining it and ask questions
 - c. Use the diagrams that explain the various stages, moves, and strategies in the game
 - d. Read the instructions

8. I have a problem with my heart. I would prefer that the doctor:
 - a. Give me something to read to explain what was wrong
 - b. Used a plastic model to show me what was wrong
 - c. Described what was wrong
 - d. Showed me a diagram of what was wrong

9. I want to learn to do something new on a computer. I would:
 - a. Read the written instructions that came with the program
 - b. Talk with people who know about the program
 - c. Start using it and learn by trial and error
 - d. Follow the diagrams in a book

10. When learning from the internet I like:
 - a. videos showing to do or make things
 - b. interesting design and visual features
 - c. interesting written descriptions, lists and explanations
 - d. audio channels where I can listen to podcasts or interviews

11. I want to learn about a new project. I would ask for:
 - a. Diagrams to show the project stages with charts of benefits and costs
 - b. A written report describing the main features of the project
 - c. An opportunity to discuss the project
 - d. Examples where the project has been used successfully

12. Want to learn how to take better photos. I would:
 - a. Ask questions and talk about the camera and its features
 - b. Use the written instructions about what to do
 - c. Use diagrams showing the camera and what each part does
 - d. Use examples of good and poor photos showing how to improve them



13. I prefer a presenter or a teacher who uses:
 - a. Demonstrations, models, or practical sessions
 - b. Question and answer, talk, group discussion, or guest speakers
 - c. Handouts, books, or readings
 - d. Diagrams, charts, maps, or graphs

14. I have finished a competition or test and I would like some feedback. I would like to have feedback:
 - a. Using examples from what I have done
 - b. Using a written description of my results
 - c. From somebody who talks it through with me

15. I want to find out about a house or an apartment. Before visiting it, I would want:
 - a. To view a video of the property
 - b. A discussion with the owner
 - c. A printed description of the rooms and features
 - d. A plan showing the rooms and a map of the area

16. I want to assemble a wooden table that came in parts (kitset). I would learn best from:
 - a. Diagrams showing each stage of the assembly
 - b. Advice from someone who has done it before
 - c. Written instructions that came with the parts for the table
 - d. Watching a video of a person assembling a similar table

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The VARK Questionnaire – Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers.

e.g. if you answered 'b' and 'c' for question 3, circle 'V' and 'R' in the question 3 row:

Question	A category	B category	C category	D category
3	K	V	R	A

Scoring Chart

Question	A category	B category	C category	D category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating Your Scores

Count the number of each of each category:

the VARK letters you have circled to get your score for

Total number of Vs circled =

Total number of As circled =

Total number of Rs circled =

Total number of Ks circled =



Fill in the questionnaire online at <https://vark-learn.com/the-vark-questionnaire/> to find out your VARK learning preference.

This document must not be published on the internet – instead please suggest people download the latest version from the vark-learn.com website.

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This questionnaire can be used by teachers to have a clear picture about the learning style of their students.

Content

LEARNING STYLES QUESTIONNAIRE

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning ‘habits’ that help you benefit more from some experiences than from others. Since you may not be fully aware of this, this questionnaire will help you pin point your learning preferences so that you are in a better position to select learning experiences that suit you style.

INSTRUCTIONS

There is no time limit for completing this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There is not right or wrong answer. If you agree more than you disagree with a statement put a tick by it. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross.

1. I have strong beliefs about what is right and wrong, good, and bad
2. I often act without considering the possible consequences
3. I tend to solve problems using a step-by-step approach
4. I believe that formal procedures and policies restrict people
5. I have a reputation for saying what I think, simply and directly
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
7. I like the sort of work where I have time for thorough preparation and implementation
8. I regularly question people about their basic assumptions
9. What matters most is whether something works in practice
10. I actively seek out new experiences
11. When I hear about a new idea or approach, I immediately start working out how to apply it in practice
12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
13. I take pride in doing a thorough job
14. I get on best with logical, analytical people and less well with spontaneous, ‘irrational’ people
15. I take care over the interpretation of data available to me and avoid jumping to conclusions
16. I like reaching a decision carefully after weighing up many alternatives



17. I'm attracted to more novel, unusual ideas than to practical ones
18. I don't like disorganized things and prefer to fit things into a coherent
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done
20. I like to relate my actions to a general principle
21. In discussions, I like to get straight to the point
22. I tend to have distant, rather formal relationships with people at work
23. I thrive on the challenge of tackling something new and different
24. I enjoy fun-loving, spontaneous people
25. I pay meticulous attention to detail before coming to a conclusion
26. I find it difficult to produce ideas on impulse
27. I believe in coming to the point immediately
28. I am careful not to jump to conclusions too quickly
29. I prefer having as many sources of information as possible – the more data to think over the better
30. Flippant people who don't take things seriously enough usually irritate me
31. I listen to other people's points of view before putting my own forward
32. I tend to be open about how I'm feeling
33. In discussions, I enjoy watching the maneuverings of the other participants
34. I prefer responding to events on a spontaneous, flexible basis rather than planning things out in advance
35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.
36. It worries me if I have to rush out a piece of work to meet a tight deadline
37. I tend to judge people's ideas based on their practical merits
38. Quiet, thoughtful people tend to make me feel uneasy
39. I often get irritated by people who want to rush things
40. It is more important to enjoy the present moment than to think about the past or future
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
42. I tend to be a perfectionist
43. In discussions I usually produce lots of spontaneous ideas
44. In meetings I put forward practical, realistic ideas
45. More often than not, rules are there to be broken
46. I prefer to stand back from a situation and consider all the perspectives
47. I can often see inconsistencies and weaknesses in other people arguments
48. While on balance, I talk more than I listen
49. I can often see better, more practical ways to get things done
50. I think written reports should be short and to the point
51. I believe that rational, logical thinking should win the day
52. I tend to discuss specific things with people rather than engaging in social discussion
53. I like people who approach things realistically rather than theoretically
54. In discussions, I get impatient with irrelevancies and digressions
55. If I have a report to write, I tend to produce lots of drafts before settling on the final version
56. I am keen on trying things out to see if they work in practice
57. I am keen on reaching answers via a logical approach
58. I enjoy being the one that talks a lot
59. In discussions, I often find I am the realistic, keeping people to the point and avoiding wild speculations
60. I like to ponder many alternatives before making up my mind
61. In discussions with people I often find I am the most dispassionate and objective



62. In discussions, I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking
63. I like to be able to relate current actions to a longer term bigger picture
64. When things go wrong I am happy to shrug it off and 'put it down to experience'
65. I tend to reject wild, spontaneous ideas as being impractical
66. It's best to think carefully before taking action
67. While on balance, I do the listening rather than the talking
68. I tend to be tough on people who find it difficult to adopt a logical approach
69. Most of the times I believe that the end justifies the means
70. I don't mind hurting people's feelings so long as the job gets done
71. I find the formality of having specific objectives and plans stifling
72. I'm usually one of the people who put life into a party
73. I do whatever is expedient to get the job done
74. I quickly get bored with methodical, detailed work
75. I am keen on exploring the basic assumptions, principles and theories under-pinning things and events
76. I'm always interested in finding out what people think
77. I like meetings to be run on methodical lines, sticking to a laid down agenda, etc.
78. I steer clear of subjective or ambiguous topics
79. I enjoy the drama and excitement of a crisis situation
80. People often find me insensitive to their feelings



SCORING

You score one point for each item you ticked	There are no points for items you crossed
Simply indicate on the lists below which items were ticked	

Activist	Reflector	Theorist	Pragmatist
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
Totals:			

Source: Honey, P., & Mumford, A. (2006). Kolb's learning style



Annex 2.12. Mind Map Exercise

A Mind Map is a highly effective way of letting brain release or absorb information.

Content

Mind Maps have some things in common. They have a natural organizational structure that radiates from the centre and use lines, symbols, words, colour and images according to simple, brain-friendly concepts. A Mind Map converts a long list of information into a colourful, memorable and highly organized 'picture' that reflects your brain's natural way of doing things.

Mind maps are a creative, visually appealing and fun way to:

1. research: break up and clarify complex ideas and topics
2. revise: take notes and study for exams
3. combat information overload
4. brainstorm: as a group or individually in preparation for debates, written work etc. and to gain a fuller perspective of a topic
5. renew: take a step back and restore your sense of purpose
6. define: personal and academic goals
7. problem solving
8. plan: presentations and teaching sessions

7 steps to making a mind map

1. Start in the CENTRE of a blank page turned sideways. Why? Because starting in the centre gives your brain freedom to spread out in all directions and to express itself more freely and naturally.
2. Use an IMAGE or PICTURE for your central idea. Why? Because an image is worth a thousand words and helps you use your Imagination. A central image is more interesting, keeps you focused, helps you concentrate, and gives your brain more of a buzz!
3. Use COLOURS throughout. Why? Because colours are as exciting to your brain as are images. Colour adds extra vibrancy and life to your Mind Map, adds tremendous energy to your Creative Thinking, and is fun!
4. CONNECT your MAIN BRANCHES to the central image and connect your second- and third-level branches to the first and second levels, etc. Why? Because your Brain works by association. It likes to link two (or three, or four) things together. If you connect the branches, you will understand and remember a lot more easily
5. Make your branches CURVED rather than straight-lined. Why? Because having nothing but straight lines is boring to your brain.
6. Use ONE KEY WORD PER LINE. Why? Because single key words give your Mind Map more power and flexibility.



7. Use IMAGES throughout. Why? Because each image, like the central image, is also worth a thousand words. So if you have only 10 images in your Mind Map, it's already the equal of 10,000 words of notes!

Various examples that include a Mind Map

- a) Take a verb and create a map
- b) Explain definition, derivation, Antonyms, Synonyms, Sentences
- c) Create a mind map to teach English Grammar
- d) For practicing volunteers teachers can create a mind map about their life, or professional, or expectation



Annex 2.13a. Reading comprehension: can I read like a detective?



Reading comprehension is the ability to read a text, understand the meaning, and connect this with the previous knowledge.

Content

Research supports that better comprehension can be achieved when students are involved in activities that combine their previous knowledge with the new one. They found that 5 elements influence the better reading comprehension process:

1. Activating background knowledge.
2. Make questions.
3. Analysis of text structure.
4. Imagining.
5. Summarizing.

<https://k12teacherstaffdevelopment.com/tlb/what-is-the-high-5-reading-strategy>

Make an introduction in class with questions like “do you know what detectives do?”

Then explain that detectives search clues and evidence in order to solve a mystery or prove their suspicion. After this kind of discussion you can ask for your students to read a text and as detectives to:

1. Look for cues: what seems more important to me?
2. Ask questions: What do I think that the text trying to say?
3. Make a case: I think that the main idea is... for this and that reasons.
4. Prove it: What seems the most important? What details do you find?



Annex 2.13b. Six Thinking Hats



This method focuses on the ability of parallel thinking and helps to improve the thinking process.

Content

6 THINKING HATS

Objective	ACTIVE LEARNING
Number of players	Min 6/ no upper limit
Materials	6 coloured hats: white, red, blue, yellow, green, black OR coloured paper
Setting	Indoor
Duration	20 min

Description



The basis of this method is the way of thinking of the human brain. Human brain thinks in a number of different ways. De Bono distinguishes them into six main categories. He believes that each category can be deliberately provoked. Every kind of thinking is just part of the complex thinking of the human brain. Therefore, every kind of thinking is used for a short period of time. The idea is to provoke and reinforce each specific part. In this way new aspects of a problem and new solutions can be found.



The six hats are divided as follows:

- The information **White hat** – it is the statistical aspect of the problem
- Manager **Blue hat** – it is the hat that presents the problem to others, the reasons for the discussion and the goals
- Emotional **Red hat** – it's the emotional and instinctive point of view
- The alternative **Green hat** – its purpose is to make decisions in creative ways, to look for innovative ways
- The benefits **Yellow hat** – its goal is to point the positive qualities of the solutions
- The negative **Black hat** – it is the one that shows the negative qualities of the solutions

Step-by-step guide

1. First, starts with the Blue Hat, which explains the problem and determines the distribution of the hats
2. Then follows the Red Hat, which will emotionally offer solutions. It is important that it is the second one so it cannot analyse the information further
3. Then comes the Yellow Hat to point positive qualities
4. The White Hat then gives the available information
5. The Black Hat gives its constructive criticism
6. The Green Hat generates a new idea
7. The Blue Hat summarizes the solution

References:

<https://www.youtube.com/watch?v=yUliluJrWKg>

Edward de Bono, Six Hats, Alkyon, 2006



Annex 2.14a. Hot Air Balloon

This activity helps boost the students' confidence while making them debate.

Content

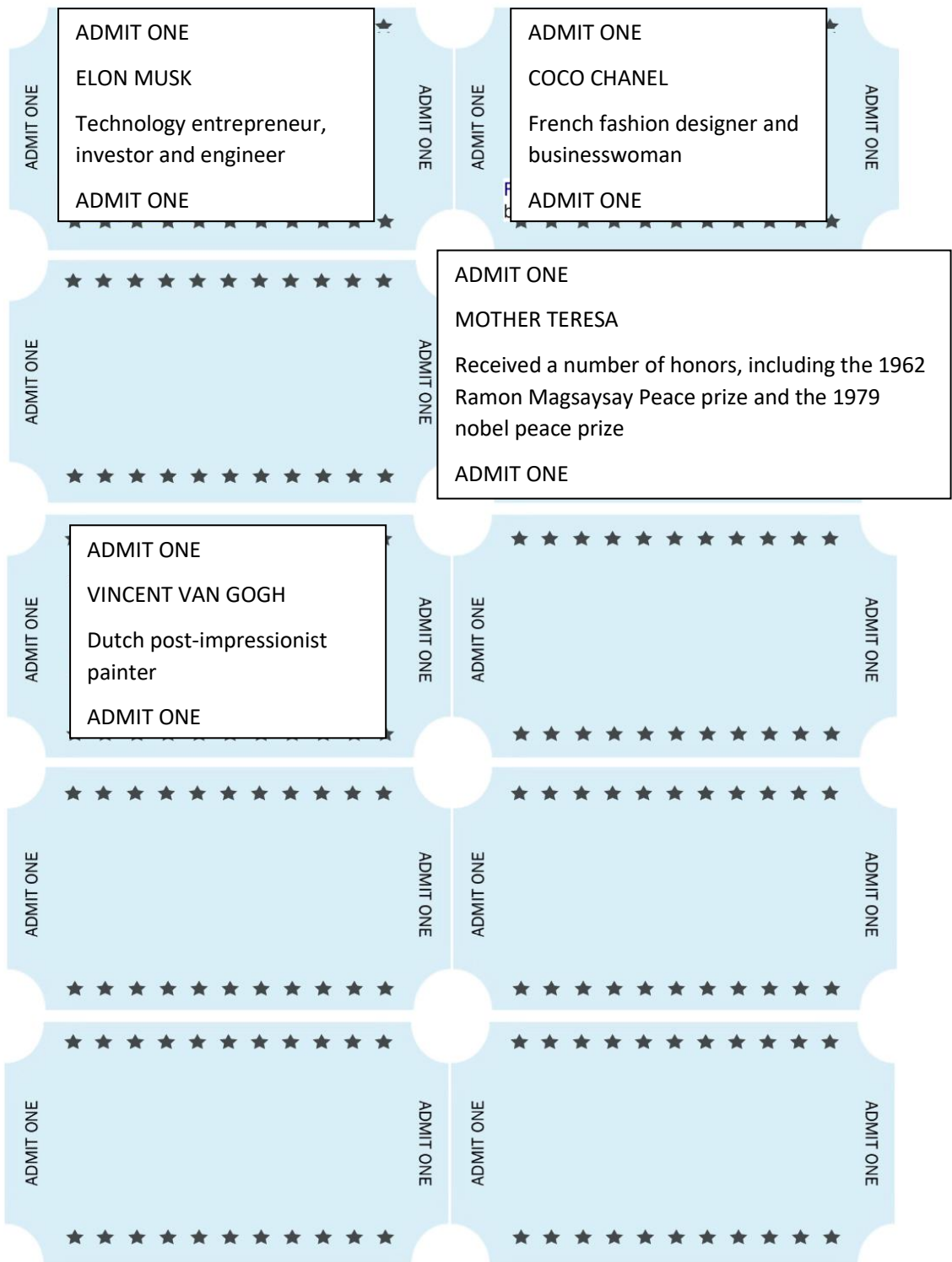
For the "hot air balloon", the teacher gives the students some cards or pieces of paper with a name and a small description of famous personalities of the world.

Each student takes one without knowing what the others have. The concept is that they all go to another country inside a hot air balloon in order to inhabit this country. Over the desert, the hot balloon faces a problem and some of them need to get off the balloon. Each student without saying the name of the person they have, tries to convince the others why they need to stay.



ADMIT ONE	<p>ADMIT ONE</p> <p>FREDDIE MERCURY</p> <p>British singer, songwriter, record producer and lead vocalist of the rock band Queen</p> <p>ADMIT ONE</p>	ADMIT ONE	ADMIT ONE	<p>ADMIT ONE</p> <p>RITA ORA</p> <p>English singer, songwriter, and actress</p> <p>ADMIT ONE</p>	ADMIT ONE
ADMIT ONE	<p>ADMIT ONE</p> <p>ALBERT EINSTEIN</p> <p>German-born theoretical physicist(5) who developed the theory of relativity</p> <p>ADMIT ONE</p>	ADMIT ONE	ADMIT ONE	<p>ADMIT ONE</p> <p>MARLEN DIETRICH</p> <p>German-American[2][3][4] actress and singer, she was known for her humanitarian efforts during the war</p> <p>ADMIT ONE</p>	ADMIT ONE
ADMIT ONE	<p>ADMIT ONE</p> <p>SIGMUND FREUD</p> <p>Austrian neurologist and the founder of psychoanalysis</p> <p>ADMIT ONE</p>	ADMIT ONE	ADMIT ONE	<p>ADMIT ONE</p> <p>NIKOLA TESLA</p> <p>Serbian-American inventor, electrical engineer, mechanical engineer, and futurist who is best known for his contributions to the design of the modern</p> <p>ADMIT ONE</p>	ADMIT ONE
ADMIT ONE	<p>ADMIT ONE</p> <p>BARBARA STREISAND</p> <p>American singer, actress, and filmmaker</p> <p>ADMIT ONE</p>	ADMIT ONE	ADMIT ONE	<p>ADMIT ONE</p> <p>BARAC OBAMA</p> <p>American politician and attorney who served as the 44th president of the United States from 2009 to 2017</p> <p>ADMIT ONE</p>	ADMIT ONE
ADMIT ONE	<p>ADMIT ONE</p> <p>OSCAR DE LA RENTA</p> <p>Fashion designer</p> <p>ADMIT ONE</p>	ADMIT ONE	ADMIT ONE	<p>ADMIT ONE</p> <p>DALAI LAMA</p> <p>Spiritual leader</p> <p>ADMIT ONE</p>	ADMIT ONE





Annex 2.14b. Step by Step debates



This guide will help teachers organize debates within the class.

Content

CENTRE FOR TEACHING AND LEARNING



STEP BY STEP DEBATES

GUIDE

HOW TO SET UP AND RUN AN EFFECTIVE DEBATE

Using debates in a tutorial can help students become familiar with core concepts and improve both their critical analysis and communication skills. Debates also enhance teamwork, promote higher-order thinking, and are especially beneficial when a subject is controversial or complex. Communication skills develop when students express themselves, particularly when they state their ideas in a clear manner and listen to the views of others. Students are also encouraged to develop skills in synthesising information which are valuable in future written tasks.

If done well, debates contribute to the development of: communication skills, teamwork skills, and analytical skills. If combined with other approaches, information literacy and problem solving skills may also be developed and enhanced.

PART A: SETTING UP THE DEBATE

1. Decide on the purpose of the debate

Start with one or more clearly stated intended learning outcomes that will be achieved through debate. Ensure these are aligned with course learning outcomes and take into account the generic skills, threshold learning outcomes and graduate attributes associated with the course.

- Consider how you will encourage student engagement. Is the debate part of the course's assessment strategy? Are there participation marks allocated to participants? If there is no weight attached, you will need to elaborate how the debate supports the course learning outcomes or prepares students for success on course assessments.
- Choose an appropriate over-arching question around which to frame the debate. Ensure that the debate requires responses that prompt critical thinking and synthesis of concepts.
- Decide whether or not students will have a choice in the side they argue during the debate, or whether they will be placed in a team by you. Each variation has benefits and limitations:



- If students choose which side they will argue in advance, they are more likely to conduct strong research.
- If students have to become familiar with both sides of the debate, they may read more widely.
- A further option is deliberately placing students in a team where they will be arguing against their preferences, assisting them to develop high level critical thinking skills. Depending on the learning outcomes you are trying to achieve, one of these options will be more suitable for your class.

2. Research the background information

Although the purpose of having the debate is for students to become familiar with the topic, you will still need to know the area thoroughly:

- What are the boundaries between the relevant and irrelevant information?
- Anticipate areas of debate that may be raised, and be aware that students may become sidetracked by irrelevant issues.
- Consider how you will help students return to the central focus of the debate without denigrating their efforts.

3. Help the learners prepare for the debate

The intended learning outcomes for the discussion should be clearly explained to the students so that they are aware of its purpose. They will be more likely to stay focused on the key skills and knowledge, and application of those.

Consider your students' prior learning and determine what they need to know before taking part. The more students know about the topic, the more robust the debate. If students do not know enough about the topic, the tutorial may end up becoming an ad hominem dispute.

- Provide the students with general background information before the debate, including some stimulus material (a journal, video or newspaper article, for example). They can have their notes with them so that they can refer to them throughout the debate, as required.
- Ensure students are aware of the process for choosing their 'side' before the day of the debate (see point 1 above)
- Ensure students understand the timing of the different parts of the debate. This is particularly important if the time allowed for the activity is restricted (half an hour-one hour). If you have a longer time frame (two hours or online) the debate can be extended to allow for more input.
- Provide students with the role statements which allow them to frame the arguments effectively. For students who will be part of the judiciary, clearly explain that their role is to evaluate all points raised during the debate, and come to a clear conclusion as to which side presented the most effective argument.

4. Prepare the debate plan

Your lesson plan should contain:

- Learning outcomes
- Setting the scene
- Timing of the debate



- Closing the debate (summary)

Plan for ways to encourage students to participate if they are reluctant, and for reining the debate if it should go off-track.

Give thought to the length of time needed to carry out the debate, and indicate on your lesson plan the time the speakers will need to stop.

5. Prepare the environment

Ensure students are prepared for the debate, not only in terms of the topic they will argue for or against, but also in terms of your expectations about their involvement.

- If you are using Collaborate or another technology-based platform, students will need to know how to use it. Consider a short 'mock' debate to iron out any difficulties and get students comfortable using the technology.
- If this is an in-class debate, make sure that the room is laid out to ensure students can see and speak to each other. You may need to rearrange tables to suit the format of the debate. A sample room layout is shown on the Discussion and Debates Resource Sheet.
- To enhance the quality of the debate, encourage students to:
 - ✓ Articulate their points concisely
 - ✓ Listen attentively
 - ✓ Remain objective (attack the argument, not the person)
 - ✓ Ensure their contributions are relevant
 - ✓ Be reflective and constantly monitor the points made by opposing and supporting sides.

PART B: RUNNING THE DEBATE

- The diagram on the resource sheet shows the process for a four team debate. This debate format allows more students to be involved than traditional three or four person debate.
- Each team needs to have the same amount of time to present their argument and rebuttal.
- The resource sheet shows a variety of timing strategies for debates. The two hour debate allows for longer set up and closing times, and provides for more student interaction during the debate (for example, the Judiciary could 'cross examine' the affirmative and negative teams before delivering their judgement).
- Depending on the format, an online debate can be done in real time (using Collaborate) or asynchronously. Asynchronous debates are by definition not in real time, but can provide opportunities for students to refine their understanding of the topic over a longer period than one class, and may also be used as a formal assessment task.

6. Closing the debate

- To make the debate a valuable experience for students, it is essential to spend some time providing feedback on the issues raised and the way students carried out their roles.
- This feedback should be aligned to:
 - Course outcome
 - Generic skills
 - Task requirements (if appropriate)



- You may wish to develop a feedback sheet for you and your students to complete, including opportunities for students to reflect on their developing communication, analysis and teamwork skills as a result of completing the activity.

For more ideas or support about leading effective discussions, contact the Centre for Teaching and Learning.

Centre for Teaching and Learning

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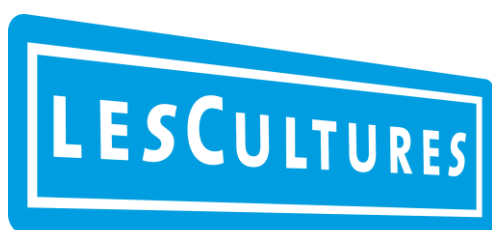
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