

2018



PUPILS' MODULE: EMOTIONS CHAIRS GAME



METAMINDS | METACOGNITION IN EUROPEAN TEACHING
ACTIVATING MINDS THROUGH THE IMPLEMENTATION OF NEW DEVELOPMENT STRATEGIES
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Chairs Game

INDICATOR Be able to self-assess emotional skills.

METACOGNITIVE GOALS

- Identify several emotions that we feel during the activity
- Recognise how we manage the emotion

TARGET GROUP: 12 -14 years old pupils

TIME

Approximately 1h

- Explaining the activity needs just 5 minutes
- Depending on the number of pupils the game can last from 15 to 30 minutes.
- After that the feedback can be done in around 15 minutes.

MATERIAL

- One chair for each pupil
- 4 coloured pencils

ORGANISATION

- This activity can be done with the whole group at the same time.
- The feedback can be done with all the group or in small groups of 5-6 pupils.

Step by step instructions: Detailed explanations of the activity for someone who has never done it before)

Every pupil takes his chair and they all together sit making a circle looking at the centre of the circle

The teacher stands in the middle of the circle and gives the instructions of the activity to the group.

1. He says that he has 4 different colour pencils and assigns to each pupil one of this four colours always with the series (i.e. yellow-red-blue-green-yellow-red-blue-green...) It's really important that everyone remembers his colour. If the number of pupils is divisible by 4 (for example 16, 20, 24, 28) then it's better to work with 5 colour pencils instead of 4 to make the game more fun.
2. The teacher hides the colour pencils behind his back and each time he takes randomly one of them without looking. Then he shows the colour and says the colour name out loud.
3. The pupils with the same colour that the teacher has said have to move one position clockwise to the following chair. If the chair is not empty they have to sit over the lap of upper pupil that is in this chair.
4. Only the pupils that hasn't anyone on their laps are allowed to move when the teachers says their colour.
5. The game is over when some pupil does the whole circle and arrives to his start position. If it takes too long, the teacher can finishes the game whenever he wants to.
6. After that each pupil returns to his own chair to listen to the instructions of the feedback of the activity. One option could be that the teacher makes four groups using the same colours of the activity and gives them a questionnaire for the feedback.
7. The colour groups get together to discuss about the questions of the feedback. Finally each group explains to the whole classroom their conclusions about using the questionnaire.

The class discussion can be guided, extended, developed by the teacher to include exchanges around how and why the emotion was expressed; how different emotions can be superficially similar – and how confusion could be avoided; which emotion was hardest to express and why ...

Students should be encouraged to develop their own ideas about the ease or difficulty of the task, and whether they felt their group worked co-operatively or not.

OBSERVATION / ASSESSMENT CRITERIA

In this game there are not winners or losers. The feedback can be done answering some of following questions that they will find within the questionnaire:

Which were the emotions that I felt during the game...

- When I was allowed to move?
- When the teacher said my colour but I couldn't move because I had people over my lap?
- When the teacher didn't say my colour for a while?

What have you done after feeling each of this emotions during the activity?

What have you thought? What have you done? How have you reacted?

Have you enjoyed the activity? Why? Why not?

Improvement measures: Is there anything you would like to change? Why?

Feedback: If the pupils are shy, another option to do the assessment is distributing them in two rows on the laterals of the classroom and reformulate these questions in a dual format (yes or no). In case their answers are yes they are allowed to move to the centre of the classroom and if not they just stand still.

Another possibility could be to create links between the reflection on the game and its day by day life application

- Which reflection did you do with this activity? What have you learnt? Is there anything different in you or in the way you think after the activity?
- Do you think that this activity can help you for future day life situations?