Instructional Tactics

This section of the programme aims to share, with you, a variety of instructional tactics that can be used in a classroom to enhance learning.

Tactics are practical/active elements of a lesson that can be used to:

• Organise information
• Facilitate dialogue
• Develop student thinking
• Check for understanding
• Facilitates revision of a topic

While there are twenty Instructional Tactics presented here, some of them are suitable for students working individually and others are for students working in groups.

Suitable for individual student work

Suitable for group work

There are many more available and we encourage you to research same, try them in your classroom and share them with your colleagues. Of course, you could use your creativity to develop tactics!!!
1. Learning Outcomes

Enhanced/improved:
- Team work skills
- Communication skills
- Reporting skills
- Time management

2. Time required to run this tactic

- Approximately 10-15 minutes but can be adapted to individual requirements

3. Resources required

- A visual representation of the lesson topic (one copy per group)
- Blu tac
- Paper
- Pencil and blank paper
- Timer

4. Instructions for the teacher

- Place the visual representations on the wall of the classroom. Do not allow the students see this visual (you can cover it with a sheet of paper). This works best for visuals that students have never seen before
- Divide class into small groups. Number each group and letter off each student in the group
- Give each group a pencil and piece of paper
- Nominate A as the artist in each group. The other members (B, C, D) are runners
- A (the artist) does not move and does not see the visual. The challenge is that the artist must draw what the other group members describe to them
- Individually the runners visit the visual. They study it and must return quickly with as much detail about the visual as they can remember and describe it to the artist. The artist then draws what they are told to draw by the runner. The remaining runners guide the completion of the visual one by one
- The teacher times the students
- When the time is up the teacher gathers all of the groups’ work
- The teacher leads a discussion to compare the groups’ work to the original visual
Self-actualization

Esteem

Love/Belonging

Safety

Physiological

morbidity, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts

self-esteem, confidence, achievement, respect of others, respect by others

friendship, family, sexual intimacy

security of body, of employment, of resources, of morality, of the family, of health, of property

breathing, food, water, sex, sleep, homeostasis, excretion

Seek and Retrieve
Exercise for at least 30 minutes each day.
1. Learning Outcomes

Enhanced/Improved:
- Team work Skills
- Communication Skills
- Risk assessment Skills

2. Time required to run this tactic

- Can be adapted to individual requirements
- 30 to 40 minutes
- 60 minutes if swapping booklets

3. List the Resources required

- A deck of cards (1 per team)
- TGT Template (sample attached)
- A bank of 48 questions and answers
- A Score sheet (sample attached)
- A Plastic Folder

4. The instructions for the teacher

In advance of the lesson:
- Draft forty-eight questions and answers of varying difficulty. Set up the questions on a scale of 1 to 6 of increasing difficulty. 1 = easiest, 6 = most difficult and use to complete the TGT template
- Place the four sets of questions and answers in a folder for team A and a different set of questions and answers for team B

At the beginning of the lesson:
- Place students in small groups (minimum of 4)
- Assign two students in each group as team A and the other two as team B
- Place the score sheet in middle of the table. Team A keeps the score for team B and vice versa
- Give team A and team B a deck of cards each. The deck contains only the ace to 6 of each suit and any 2 jacks plus the 2 jokers. Set up a countdown timer for 20 minutes
ACADEMIC CONTROVERSY

1. Learning Outcomes

Enhanced/Improved:
• Writing skills
• Critical thinking
• Communication skills
• Creativity
• Debating Skills

2. Time required to run this tactic

• Approximately 10-30 minutes but can be adapted to individual requirements

3. Resources required

• Academic Controversy template (attached)
• Paper and Pen
• A topic for discussion

4. The instructions for the teacher

• Copy the academic controversy template form attached (worksheet)
• Place students into groups of 2-3 and letter off
• Name each group and place each group facing each other around a table (Group A versus Group B)
• Give each student a copy of an article to read e.g. current news item
• Each student must list the Pros and Cons of the article on their worksheet
• After 5 minutes they must discuss the points they have recorded with their own group
• The teacher will then ask one group to argue the PRO side and the other group to argue the CON side to each other
• In a class discussion they will agree on a general consensus
ACADEMIC CONTROVERSY: RECORD SHEET

NAME(S): ______________________

CONTROVERSY: ______________________

______________________________

PRO POINTS:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

CON POINTS:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

CONSENSUS: ______________________

______________________________
Group Name: ____________________________

Topic for Discussion: ____________________________________________

Pro Points:
1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________

Con Points
1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________

General Consensus: ____________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

[Type text] [Type text] [Type text] Academic Controversy
de BONO’S SIX THINKING HATS

1. Learning Outcomes

Enhanced/Improved:
- Writing skills
- Critical thinking
- Lateral Thinking
- Communication skills
- Creativity

2. Time required to run this tactic

- Approximately 30-40 minutes but can be adapted to individual requirements

3. Resources required

- Six Hats Poster (attached)
- Fishbone graphic organiser (attached)
- A topic for discussion
- Pen
- Timer

4. The instructions for the teacher

- Display de Bono’s six thinking hats poster (attached)
- The mindmap below fully explains each hat

- Organise students in groups of 4-6, assigning a number to each team and a letter to each
- **Yellow** Hat: Discuss the benefits. Be optimistic. State why it might work even if you don't like the idea
- **White** Hat: Discuss the Facts. Be neutral and objective.
- **Green** Hat: Discuss possible alternatives/solutions/ideas. Think outside of the box
- **Black** Hat: Discuss the possible difficulties, potential problems. The negatives. Explain why something will not work
- **Red** Hat: Discuss your gut feeling, your intuition, instinct, your emotions
- **Blue** Hat: Discuss logical thinking. Steps involved in the process. The big picture

- On your table there is a fishbone graphic organiser which is divided into 6 sections, one section for each coloured hat. You must write down points under each thinking hat e.g. if you are yellow hat, you must write down all the positive points, then when you’re black hat you must write down all the negative points. Student A will do the recording to begin with
- You will then change hats until all points of views are considered
- Your group will go’ walkabout’ to see the thoughts of every other group but one student will stay with the script to explain what you have written
- Once you return your group decide on a general consensus and place it into the head of the fish
- We will then have a class discussion

6. **Examples of lesson topics in which this tactic could be used:**

- Adaptability
- Flexibility
- Group Work
- Risk Taking

7. **Key Words to be highlighted:**

- Fishbone Graphic Organiser
- de Bono’s Six thinking hats
- Script

Sources/ References/Retrieved from:

- *Beyond Monet: The Artful Science of Instructional Intelligence*, Barrie Bennett / Carol Rathener
FREEZE FRAME

1. Learning Outcomes

Enhanced/Improved:
- Communication skills
- Team work skills
- Observational skills
- Analytical skills
- Risk assessment skills
- Creativity

2. Time required to run this tactic

- Approximately 10 to 15 minutes for each scenario but can be adapted

3. Resources required

- A series of different scenarios typed on cards – one per team (Sample attached)
- Each team receives five 5 point cards and five 10 point cards (template attached)

4. Instructions for the teacher

- Devise a number of scenarios
- Place students in teams of four, assigning a number to each team
- Give each team a card with a scenario and allow 5 minutes to discuss the scenario and come up with a plan to represent, in a pose, the scenario on the card
- Each character in the freeze frame must have one sentence which captures what their character is thinking. They must be willing to share their thought if requested by a team, at a cost of five points to that team
- In turn each team will be invited by the teacher to present their pose and the teacher invites the other teams to determine the scenario
- A team can use a maximum of two cards each turn

Points System: (Write on board)
- Correct guess = Zero points lost
- Incorrect guess = Ten points lost
- A request for character thought = Five points lost
Scenario One

Julia, Jane, Ben and Paul, along with 168 other workers, all work for a pharmaceutical company. The company has been experiencing financial difficulties in the last number of years due to a sharp decrease in demand for their products. The employees have just left a meeting where they were informed by their employer that, with immediate effect, they will have to take a 35% pay cut. In addition, the employees have been told that they will have to work longer hours, without additional pay. The employees are now discussing their options with their shop steward.

Scenario Two

The O’Donnell family have just arrived in Marbella for a two week vacation. To their disappointment the hotel that they booked is not as described on the hotel’s website. The website stated that the hotel was in walking distance to the beach, but it is a fifteen minute drive away. The website also stated that the hotel has a pool, but there is no pool in the complex. The family are trying to contact the travel agency which made the booking on their behalf.

Freeze Frame
<table>
<thead>
<tr>
<th>5 POINTS</th>
<th>10 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 POINTS</td>
<td>10 POINTS</td>
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<tr>
<td>5 POINTS</td>
<td>10 POINTS</td>
</tr>
</tbody>
</table>
1. Learning Outcomes

Enhanced/Improved:
- Communication skills
- Teamwork skills
- Observational skills
- Descriptive skills
- Adaptability
- Creativity

2. Time required to run this tactic

- Approximately 20-25 minutes but can be adapted to individual specific requirements

3. Resources Required

- Miscellaneous bags (sandwich, brown paper, plastic, etc.) one per team
- Number of random objects/images/ phrases placed in each bag prior to each lesson by the teacher (the items can be the same or different in each bag)
- Placemat (one per group)
- PMI cards (Positive, Minus, Interesting)

4. Instructions for the teacher

- Organise students in groups of 4 assigning a number to each group
- Give each group a bag of objects/images/ phrases related to the lesson topic
- Give a placemat to each group
- Request the group to remove the items from the bag, and try to construct the situation/event/person/topic that connects the items in the bag. Students are given 3 - 4 minutes to construct their own story
- Give each student 1 minute to record their own interpretation of the connection between the items on their section of the placemat
- Give the group time to share their thoughts and to come to a general consensus of the possible connections. The general consensus should be recorded in the centre of the placemat
- Request the groups to change tables, leaving the placemats and items behind
- Issue a PMI card to each group (sample attached)
- Request students to evaluate the work at the table, using a PMI card
Life in a Bag
<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
</table>
FOUR CORNERS

1. Learning outcomes

Enhanced/Improved:
• Communication skills
• Analytical skills
• Risk assessment skills
• Academic engagement

2. Time required to run this tactic

• Approximately 10 minutes depending on the number of statements/issues/questions

3. Resources Required

• Paper basket
• Balls of paper
• Score cards

4. The instructions for the teacher

• Create a bank of questions on a particular topic and four possible answers, one of which is correct and the other three close to the correct answer e.g. Max speed limit on motorways is 80, 100, 120 or 140km/h. Number the answers 1, 2, 3 and 4. (The correct answer must not always be assigned the same number)
• Number the four corners of the room, 1, 2, 3, 4 and assign a score to each corner e.g. 5, 10, 15 and 20 points
• Read the question and allow appropriate wait time to allow the students to make up their minds.
  No talking is allowed at this time
• Instruct students to move to the corner which corresponds with their selected answer
• Create doubt in the minds of the students so as to challenge them to rethink their answer. Give the students time change their mind and move corner if they wish
• Once all movement has stopped, reveal the correct answer.
• Offer the group in the corner with the correct answer the chance to double their score by shooting a paper ball into a paper bin in the centre of the room. Remind them if they miss the shot everybody in that corner forfeit their score for that question
• The group must agree the person to take the shot
• The scores are recorded by each student on their own score card
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THREE STEP INTERVIEW

1. Learning Outcomes

   **Enhanced/Improved:**
   - Communication skills
   - Team work skills
   - Critical thinking
   - Creativity
   - Recording skills

2. Time required to run this tactic

   - Approximately 20 minutes but can be adapted to individual requirements

3. Resources required

   - Paper and pen for each group
   - Timer

4. Instructions for the teacher

   - Place students in groups of three and letter off
   - Assign each letter a role: A = Interviewer, B=Interviewee, C=Reporter
   - Inform students of the topic on which the interview is based and commence the task
   - After three minutes (or time you have decided on) stop the interview and ask students to rotate their roles in the group
   - When each group has completed three interviews, use a round robin to get each group to share their notes. (one student starts the report to the class and then passes on to the next two, in turn, to complete the report of the interview)
1. Learning Outcomes

**Enhanced/Improved:**
- Critical thinking
- Creativity

2. Time required to run this tactic

- Approximately 5 minutes but can be adapted to individual requirements

3. Resources required

- A large blank A3 sheet per group
- Pens

4. Instructions for the teacher

- Place students in groups of four
- Give each group a pen of a different colour
- Give each group an A3 recording sheet with a topic written in the centre (The topic can be the same or different for each group)
- Ask students to think about topic for 30 seconds
- Ask students to write down their ideas on the topic individually and simultaneously for 60-90 seconds
- Each group then moves to the next recording sheet and writes their knowledge on that topic
- This process is repeated until each group has written on every sheet
- The students will return to their original sheet and review the completed work.
ROUND TABLE / RALLY TABLE

1. Learning Outcomes

Enhanced/Improved:
- Team work skills
- Communication skills
- Critical Thinking
- Creativity

2. Time required to run this tactic

- Approximately 10 minutes but can be adapted to individual requirements

3. List the Resources required

- Paper
- Pens

4. The instructions for the teacher

- Place the students in groups of 3 – 4, letter off the groups and number off the students in the groups, this is useful when inviting students to report back e.g. Group A, student 1
- Write a question, that has multiple answers, on the board
- Explain the rules to the students
- Class discussion follows

5. The rules, which will be shared with the students

- On a sheet of paper I want the first student in each group to write their answer to the question on the board
- When they have finished, they must pass the piece of paper to the next student who writes their answer under it
- Keep passing the piece of paper until everyone has written their answer on it
- I will then invite one of your from each group to share your group’s answers with the rest of the class

This tactic can be used to brainstorm a topic or to collate answers for a question to which there are many possible answers. It encourages creativity and deeper thinking. It also emphasises the importance of team work as the group realises the importance of multiple viewpoints and ideas.
INSIDE / OUTSIDE CIRCLES

1. Learning Outcomes

Enhanced/Improved:

- Communication skills
- Team work skills
- Critical thinking
- Creativity

2. Time required to run this tactic

- Approximately 10 minutes but can be adapted to individual requirements

3. List the Resources required

- N/A

4. The instructions for the

- Place students in two circles, one circle within the other. Ensure that there are the same number of students in each circle
- If you have an odd number, have 2 students act as one on the outside circle
- Students face each other between circles
- Letter the inside and outside circles, ensuring each circle in the room has a different letter
- Number the pairs of students within each circle. This facilitates the easier identification of who will give their thoughts/answer audibly, when asked to do so e.g. student B2, D4 etc.
- Put a question or statement or scenario, pertaining to the lesson topic, on the board
- Ask students to think about it; allow reasonable wait time for students to consider their answer individually
- Instruct the students in the inside circle to share their answer with the student opposite them in the outside circle. Then ask the students in the inside to share their answer with the student on the outside
WALKING DEBATE

This activity encourages classroom interaction through debate. It promotes critical thinking by allowing students to offer their opinion on the validity of a statement and subsequently justification of same. Students on deciding their personal viewpoint on the statement in question must move to their chosen location in the classroom, depending on whether they agree, disagree or are unsure about the statement. Students are free to change their stance on the statement in question, as the debate progresses.

1. Learning Outcomes

Enhanced/Improved:
- Communication skills
- Team work skills
- Critical thinking

2. Time required to run this tactic

- Approximately 30 minutes but can be adapted to individual requirements

3. Resources required

Three signs – “Agree” “Disagree” and “Not Sure” (Sample attached)

4. Instructions for the teacher

- Position the signs “Agree” “Disagree” and “Not Sure” at separate locations around the room
- Present the students with a statement on the topic by verbally dictating it to them. (You could also use PowerPoint to display the statement or alternatively write it on the board)
- Allow students sufficient time to think about the statement
- Instruct students to move to one of the three signs displayed
- Promote debate by asking each student to share their decision on the statement with another person in the group
- Invite a student from each pair to feedback the justification for their decisions to the whole class
- Students are then invited to move to one of the other signs, if they have been persuaded by the comments, based on the feedback they have just heard
- Depending on student engagement with the topic, their decisions can be further challenged with follow up statements
DISAGREE
1. Learning Outcomes

Enhanced/Improved:
- Communication skills
- Team work skills
- Analytical skills
- Flexibility

2. Time required to run this tactic

- Approximately 15-20 minutes but can be adapted to meet individual requirements

3. List the Resources required

- Placemat(s)
- Ranking Ladder(s)
- Markers
- Blue tac

4. Instructions for the teacher

- The class is divided into groups of 3 - 4 and letter off each member of the group
- Each group is given a placemat
- Each student is assigned a section of the placemat where they must record their knowledge on the topic chosen by the teacher
- Having assigned a time limit to complete this, the placemat is then rotated one place to the right allowing the next student in the group to view the written work and add to the knowledge if necessary
- The placemat is rotated again and the same procedure is repeated
- Once the placemat has rotated back to its original position, the students then discuss and collate the combined information which is then recorded in the centre of the placemat
- A member of the group (e.g. student B) then moves around the room to view the other placemats
- This student then returns to their original group and informs them of any extra information
Ranking Ladder
Ranking Ladder
FISH BOWL

This activity facilitates conversation. Chairs are arranged so as to form two concentric circles. The inner circle is the fishbowl. Students are selected to fill the fishbowl, while the rest of the group sit on the chairs outside the fishbowl. One chair in the fishbowl is left empty. The teacher introduces the topic and the students start discussing the topic. The students outside the fishbowl listen in on the discussion. Any student can, at any time, occupy the empty chair and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free a chair. The discussion continues with students frequently entering and leaving the fishbowl. When time runs out, the fishbowl is closed and the teacher summarises the discussion.

1. Learning Outcomes

Enhanced/Improved:
- Communication skills
- Team work skills
- Constructive discussion skills
- Share understanding
- Build on other students’ understanding

2. Time required to run this tactic

- Approximately 15-20 minutes but can be adapted to meet specific requirements

3. List the Resources required

- Chairs

4. The Instructions for the teacher

- Form two concentric circles using chairs
- Choose students to sit in the inner circle, the fishbowl, who will commence the discussion
- Ensure to leave one chair in the inner circle, the fishbowl, free
- The remaining students take a seat on the outer circle
- The smaller, interior group discusses a topic while the larger, outside group observes
- Any student, at any time, can occupy the vacant seat and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free a chair
- The plenary requires that every student readdress the topic, and make conclusions of their own using evidence from the entire discussion.
(An added challenge might include asking students to take the side of the debate/discussion that is in opposition to their own personal views)
- On conclusion, the teacher summarises the discussion
1. Learning Outcomes

**Enhanced/Improved:**
- Provide for co-operative learning
- Consolidate learning
- Build Community
- Promote both individual and team accountability

2. Time required to run this tactic

- Approximately 10 minutes but can be adapted to individual requirements

3. List the Resources required

**N/A**

4. The instructions for the teacher

- Place students in small groups
- Give each student in each group a number from 1-4
- Pose a question on the topic and assign a time limit
- Students put their heads together to come up with an answer
- When specified time is up, call a number and ask all students with that number to stand and answer that question
- Elaborate on correct responses through group discussion
The aim of the exercise is to give students the opportunity to experience the skill of 'trading'. It will also enhance their understanding that resources are distributed differently and that not everyone can participate equally in trade. Students are given a bag/envelope with a minimum of three random items in it. Each bag is labelled. Having considered the items in their bag/envelope the students are asked to negotiate a trade of items with their co-students, initially only with those students that have a bag/envelope marked with the same label as their own, then with all students. In the first round of trading the students with the bags marked 'No' are not allowed to participate. At the end of Round 2 and Round 4 determine the level of satisfaction among students and use the results as a basis for discussion around fairness, satisfaction with the outcome, difficulties encountered etc.

1. Learning Outcomes:

**Enhanced/Improved:**
- Strategies for trade-off.
- Learn to communicate effectively with others in order that trade-off works.
- Identify aspects relevant for fair trade.
- Students express their creativity and innovativeness.
- Enhance evaluation skills.

2. Time required to run this tactic:

- Minimum 40 minutes

3. Resources required:

- A paper bag or envelope per student
- An assortment of items to put into each bag/envelope (approx. 3 items per bag/envelope) e.g. spool thread, ball, pins, glue, paper clip, shopping bag, tissues, pen, eraser, stapler, staples, post card etc.
- A label on each bag/envelope marked A, or B or C or 'NO'

4. Instructions for the teacher:

- Conduct a satisfaction survey after Round 2 asking students how satisfied they are with their items. Note the result on the board.
- Conduct a satisfaction survey after Round 4 asking students how satisfied they are with their items. Note the result on the board. Ask the students to identify reasons as to why the satisfaction levels are different.
- At the end of the exercise probe the students with the following questions:
  - Who feels that they have not been treated fairly? Why?
  - Are you satisfied with the end result of your trading? Why?
  - Did you have a plan when you commenced trading? What was it?
<table>
<thead>
<tr>
<th>A</th>
<th>A</th>
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<tr>
<td>B</td>
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<td>C</td>
<td>C</td>
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<tr>
<td>NO</td>
<td>NO</td>
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</tbody>
</table>
THINK, PAIR, SHARE

Think, Pair, Share (TPS) is an instructional tactic that is used within the classroom that provides all students the opportunity to participate in a lesson, in a safe and accountable manner, as they are given the time to think about their answer before being asked to share it with another student, a group of students or the class. It provides them with the opportunity to amend their answer based on what they have heard from others, before presenting it more publicly.

1. Learning Outcomes:

Enhanced/improved:
- Enhanced communication skills
- Enhances public speaking

- Time required to run this tactic:
  - Minimum 10 minutes

- Resources required:
  - N/A

- Instructions for the teacher:
  - Arrange the students in groups of two or three
  - Pose a question and ask the students to think for themselves initially and then to share with their partner(s)
  - To increase the accountability for all students, letter them off (A, B, C) and ask one of the letters to share with their fellow class students, then another letter etc until all have the opportunity to contribute.

TIP

Before engaging this Instructional Tactic, consider Blooms Taxonomy. What level of thinking do you wish to invite?

The level of thinking you wish to invite will determine the length of ‘wait time’ before requesting the answer!
The World-Entrepreneurship- Café

1. Learning Outcomes:

Students will:
- Identify the key skills & traits of an entrepreneurial teacher
- Develop an understanding for the development of a framework for entrepreneurial education in a school setting.
- Enhance listening skills
- Enhances teamwork and promote the sharing of ideas and best practice

2. Time required to run this tactic:

- Minimum 80 minutes

3. Resources required:

- Markers
- Large sheets of white paper

4. Instructions for the teacher:

- Set up 5 tables with a marker and large white sheet of paper and label 1, 2, 3, 4, 5.
- Arrange the teachers into groups and identify each group as A, B, C, D, E.
- Identify a ‘Host’ for each group or alternatively allow the group to identify the ‘Host’.
- Place a large sheet of paper at each table with the question clearly printed on it.
  1. Teacher/Teaching Profile: What do you consider to be the characteristics of an entrepreneurial teacher and entrepreneurial teaching?
  2. Entrepreneur: What do you consider to be the personality traits of an entrepreneur?
  3. Culture: What are the strengths of our school culture that would support entrepreneurial education? What would we like to change? What are our opportunities?
  4. Measures: How have we implemented entrepreneurial education in our schools? What else would we like to do?
  5. Evaluation: How do students see the concept of entrepreneurship in daily life at school? How do our teacher colleagues see the concept of entrepreneurship in daily life at school? How could we capture this information as part of an audit?

Adaptation: This tactic could be adapted for the classroom to capture the students understanding of the key competencies and personality traits of an entrepreneur, to identify local and national
THINKING OUTSIDE THE BOX

8. Learning Outcomes

Enhanced/Improved:
- Creativity
- Decision making skills

9. Time required to run this tactic

- Approximately 5 minutes

10. Resources required

- A copy of the attached sheet

11. Instructions for the teacher

- Issue a worksheet to each student
- Explain the rules as identified on the sheet

12. The rules, to be shared with the students

- You cannot lift your pen/pencil from the page.
- You cannot cross over any lines.
- You must end on the same dot you start with.
- No discussions with colleagues
- You have 2 minutes to attempt it

13. Examples of lesson topics in which this tactic could be used

- Creativity
- Decision making
Answer: (for teacher use!)

1.

2.

3.