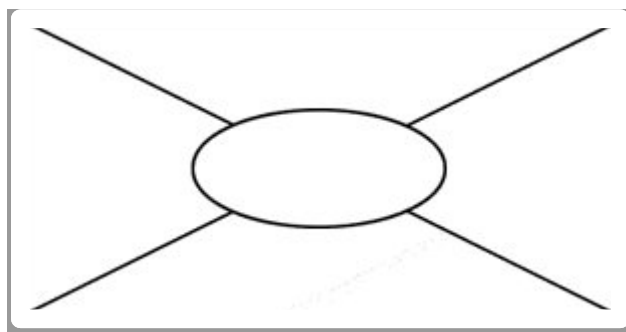


Peer tool n°2 : Placemat

Definition

In groups, students respond to an instruction first individually and then work together to develop a common response on the same material.



Empathic components

1. Observe others practice and practice in turn	★ ★ ☆ ☆ ☆
2. Practice together to enter into emotional and cognitive empathy	★ ★ ★ ★ ★
3. Put emotions and thoughts into words and talk about them	★ ★ ★ ★ ☆

Pedagogical objectives and empathic abilities

Possible objectives	Empathic abilities
<ul style="list-style-type: none"> - To work in a group - To express oneself clearly in speech - To express oneself clearly in writing - Solve a problem / Answer a question ... 	<p>Mature Empathy</p> <ul style="list-style-type: none"> - Explain your understanding and thinking - Put oneself in the other's shoes and understand their thoughts - Negotiate with respect for all - Cooperate to build together

Step by step

50 min session

Throughout the activity: The teacher gives the instructions, circulates to see if they are followed and observes the students.

Step 1: 5 min

Students divide into groups in a room arranged in "islands" and sit at the "four corners" of the table.

Each group receives its "placemat" which contains as many spaces on the periphery as there are students in the group and a common central space.

The teacher gives and explains the instructions for the exercise (they can be noted on the central space and on the peripheric spaces).

Step 2: 5 min

Students respond individually and silently to the instruction by writing in the space dedicated to each.

Step 3: 5 min

At the teacher's signal, the students stand up and "turn" around the table to silently read the work of their classmates.

Step 4: 15 min

Students return to their seats and then confer and negotiate to come up with a collective answer that is recorded in the common center space.

Step 5: 15 min

In turn, each group presents its common answer on the board by posting its "placemat".

Step 6: 5 min

The teacher reviews the elements of correction and concludes by the presentation of the "situational problem" :

- present the situation while depersonalizing it
- ask the students to analyze the situation
- ask students to find strategies that would allow them to progress in this type of situation

Requirements

The teacher prepares the room in "islands" (one table for four students, sitting around it) .

The teacher designs and prints the placemats for the groups, preferably in A3.

The teacher uses an observation grid to identify the "situational problem" that will be described in step 6.