



Module 4: Toolbox

Erasmus+ Project

I CO-COPE: Inclusion through Interprofessional
Collaboration in a Community of Practice in
Education

01/08/2023 – 31/07/2026

Project Number: 2022-1-BE02-KA220-SCH-000089287



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Draw a painting together

Short description	Each person of a group is assigned a special “ability” to draw a painting: a colour, a certain form, a certain type of motive, a tool, ... Together they have to draw a pre-defined picture which can only be completed by joining their abilities and using the different colours, motives, materials.
Objectives	• Promote group work • Raise awareness for the value of collaboration • Encourage interaction and communication with the group
Duration	15 – 20 minutes (depending on the size of the painting and the number of materials / group members)
Social form	Small group work
Materials and organisation	• Template of the drawing (see an example in the annex) • Drawing material like various crayons in different colours, ruler, pencil, the template of the painting
Preparation	Prepare and print the template of the drawing and decide which material is necessary to copy the picture.

Step-by-step description

	1. Prepare a flip-chart with an empty paper. 2. Share the different tools for painting among the group members. 3. The group has to copy the prepared picture by joining their forces and using the tools they received according the template. 4. The activity ends after the pre-defined timespan or as soon as the drawing is complete.
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Variations and differentiation

• Group members are not allowed to speak during the activity. • Tools or materials / colours are missing and the group has to find a work-around to complete the drawing. • Tools can only be used in a pre-defined order.
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Annex



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Bingo – It's a match

Short description	Bingo – It's a match is an interactive icebreaker activity in which participants get to know each other by finding people who match statements on a Bingo card.
Objectives	- To support participants in getting to know each other in a playful way - To encourage interaction and communication with the group - To create an open and safe learning atmosphere at the beginning of a session
Duration	10-15 minutes
Social form	Pair work, group work (plenary)
Materials and organisation	- One Bingo card per participants printed - pens
Preparation	Prepare and print the Bingo card with statements related to personal interests, experiences, or characteristics relevant to the group or topic

Step-by-step description

	- Each participant receives a BINGO card. - Participants move around the room and talk to others to find someone who matches a statement on their card. - When a match is found, the name of the person is written into the corresponding field. - The activity ends when a participant has completed a row, a column or the entire card (depending on time and number of participants), or after a allotted time. - Optionally, the activity can be followed by a short reflection or sharing in plenary.
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Variations and differentiation

- Use topic-specific statements (e.g. related to the topic of the meeting) and/or adapt the statements to the group size, age and cultural backgrounds
- Set different winning conditions (one line, multiple lines, full Bingo)
- Encourage participants to talk to different people and not to fill several fields with the same person
- Ask participants to introduce one person they matched with in plenary

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Annex

GETTING TO KNOW EACH OTHER BINGO

FIND SOMEONE WHO:

likes pizza. Name:	has siblings. Name:	has a pet. Name:
has a birthday in summer. Name:	wears glasses. Name:	is wearing two different socks. Name:
speaks more than three languages. Name:	is afraid of spiders. Name:	is left-handed. Name:

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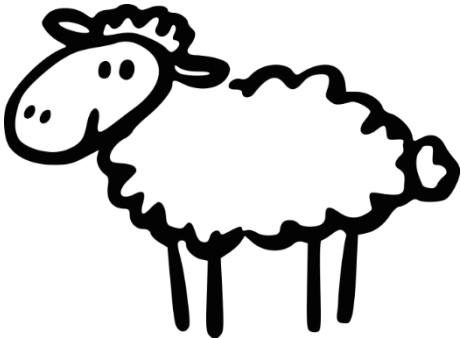
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The Sheep Scale

Short description	The Sheep Scale Icebreaker is a fun, lighthearted way to get a feeling for the energy level of the participants. This icebreaker is great at the start of a CoP meeting as it is not difficult and works only with images.
Objectives	You know the energy level of the group.
Duration	5 minutes
Social form	In group, plenary at the start of the meeting
Materials and organisation	Template with pictures.
Preparation	Prepare a slide with the template or print out the template.

Step-by-step description

	When the meeting starts, follow these steps: 1. Explain what is going to happen. Explain that you would like to get a feeling for the energy in the meeting by showing the group eight images that they can relate to. 2. Show icebreaker. Show the sheep Scale icebreaker to the group so everyone can see it. Wait a second for the reaction of the group, since they will often open up and start laughing. 3. Instruct participants to pick a number. If you are in the room, just ask people directly where they would place themselves. If you are doing this icebreaker online, it works best to do it chat-based. This allows you as a moderator to pick up what everybody said and get a better overview of the group. 4. Interact with participants. Take out answers from participants and ask them if they would like to share why they picked this number. This often creates great conversations with the group.
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Variations and differentiation

Use other pictures. See also the other templates.

References | Sources

Website with more options, animal scale icebreakers.

[Animal Scale Icebreaker Template \(Free Download & Guide\)](#)

[62b07a10b23da304531bc812 Animal Scale Icebreaker by Facilitator School.pdf](#)

Annex

On the goat-scale, how are you feeling today?



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Word Association (Acronym Method)

Short description	An interactive activity in which participants spontaneously associate one word or short phrases with each letter of a given term to explore its meaning and relevance.
Objectives	- To explore a concept in a structured and creative way - To activate participants' prior knowledge, personal understand and associations with a specific term/concept/word - To encourage reflection and shared meaning-making within the group
Duration	10-15 minutes
Social form	Individual work, group work, plenary
Materials and organisation	- Flipchart/blanc paper or white board/digital tool - Markers or digital input tool
Preparation	Choose a key term/word relevant to the meeting and write it vertically so that each letter can be assigned an association.

Step-by-step description



1. The moderator presents a key word or concept to the group (e.g. for a joint activity on a Flipchart or for individual work on paper handed out to each participant).
2. Participants are asked to spontaneously find one word or short phrase for each letter that they associate with the concept.
3. Associations can be developed individually, in pairs, or in small groups.
4. The results are shared and collected in plenary.
5. The moderator briefly reflects on the associations and links them to the session topic.

Variations and differentiation

- Encourage creativity: not each association has to start with the defined letter
- Allow phrases instead of single words
- The activity can be done by individuals, small groups or in plenary together
- Compare results from different groups

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Annex

C	Collaboration
O	Openness
M	Mutual learning
M	Motivation
U	Understanding
N	Network
I	Innovation
T	Trust
Y	Youth
O	Objectives
F	Feedback
P	Participation
R	Reflection
A	Action plan
C	Commitment
T	Together
I	Inclusive education
C	Competence
E	Exchange

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Celebrate each milestone

Short description	Celebrate each small step in the process before focussing on the agenda.
Objectives	To foster motivation, team cohesion, and a sense of achievement by intentionally recognizing and celebrating progress at every stage of a project. This approach reinforces positive behaviour, strengthens commitment, and creates a supportive environment that values both individual and collective efforts.
Duration	15minutes
Social form	Individual and in group
Materials and organisation	Party flags and material to hang them up (clips/pins/tape).
Preparation	Print out the party flags.

Step-by-step description

	1 Hand out 1 flag to each participant. 2. Write on this flag (Choose 1 option and complete the sentence): <i>Hurrah! ...</i> <i>Today we manage to ...</i> <i>Today we can already ...</i> <i>Today I can ...</i> 3. Hang up the flags 4. What do we see? What our first successes of this team?
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Variations and differentiation

You can hand out more flags. Important to have a flag for each different milestone.

You can also ask participants to complete the same sentence.

Important, some sentences focus more on the individual process.

It can be nice to decorate these flags.

You can keep the flags up throughout the process.

Share them also with other students, teachers, parents, ...

[KenP_Mijlpalenslinter-1.pdf](#)

Practical notes

Make sure to focus on the successes - sometimes the conversation quickly turns to difficulties again

References | Sources

[Mijlpalenslinter: elk succes vieren met je leerlingen – Klasse](#)

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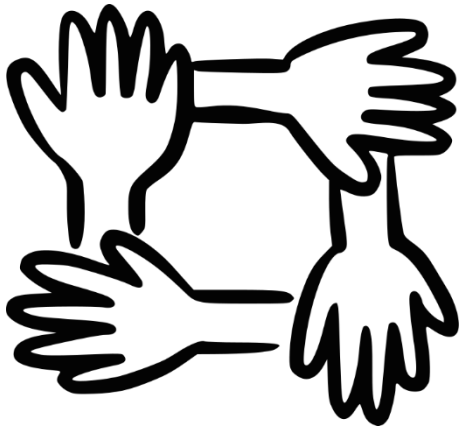
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Five Finger Feedback

Short description	A structured feedback/evaluation method in which the five fingers of a hand are used to reflect on different aspects of a task or session
Objectives	To promote reflection, structure feedback, and facilitate the expression of opinions
Duration	5–15 minutes
Social form	Individual work (optional: plenary session)
Materials and organisation	Blank paper or a template of a hand, pencils
Preparation	Prepare the visualisation if necessary

Step-by-step description

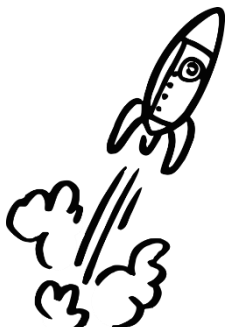
	1. Explain the meanings of the five fingers • Thumb: What I liked / What went well. • Index finger: What I learned / Something I want to point out. • Middle finger: What I didn't like / What was difficult. • Ring finger: What I'm taking away / What was important to me. • Little finger: What was missing / My wish for the future. 2. Invite participants to write down their associations. 3. Optional: each participant shares their thoughts in plenary
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What gives you energy after this meeting?

Short description	A short reflective check-out where participants share what gives them energy after the meeting.
Objectives	To close positively, increase awareness, and strengthen group cohesion.
Duration	5–10 minutes
Social form	Plenary
Materials and organisation	None, or optional emoji cards.
Preparation	Choose a work form (lightning round, emojis, categories, stand-up).

Step-by-step description

	1. Introduce the main question: 'What gives you energy after this meeting?' 2. Let participants share one word or sentence. 3. Let them choose an emoji. 4. Let them choose a category: Content, Process, Relationship. 5. Optional: Stand-up check-out with statements.
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Breaking News

Short description	Participants share one key insight or takeaway from the meeting to close the session with reflection and clarity.
Objectives	- Encourage participants to reflect on their learning or experience. - Provide closure and a shared sense of completion. - Help the facilitator understand what resonated.
Duration	5–10 minutes
Social form	Plenary (whole group)
Materials and organisation	- Comfortable seating arrangement - Optional: online chat or reaction tools
Preparation	- Prepare example prompts. - Ensure there is time left for reflection.

Step-by-step description

	1. Explain the purpose: the group ends by sharing what they take away 2. Share the guiding questions with the participants: <i>'What is one thing you are taking away from today's meeting? What is one thing you would like to tell others about today's meeting?'</i> 3. Model a brief example. 4. Invite participants to share (15–20 seconds each). 5. Listen and acknowledge without evaluating. 6. Close by summarizing common themes.
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Variations and differentiation

- One-word checkout
- Silent reflection (written)
- Partner checkout
- Future-focused version: 'What action will you take next?'

Practical notes

- Keep the pace steady.
- Avoid long discussions.
- Provide prompt starters if needed.
- Ensure a psychologically safe atmosphere.

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Postcards | Postcard Reminder

Short description	The Postcard Reminder Method is a short reflective activity in which participants choose a postcard that symbolises their main learning insight and write a personal, SMART intention to themselves about how they will apply it in practice. The trainer mails the postcards about a month later, giving participants a meaningful reminder that reinforces learning and follow-through.
Objectives	The objective of this method is to support the transfer of learning into practice by encouraging participants to formulate concrete, personal action intentions. By receiving their own message later, participants are reminded of their commitment and motivated to sustain behavioural change after the training.
Duration	10 minutes
Social form	individual, also possible: pair, group work
Materials and organisation	Materials needed: postcards (preferably with meaningful or thematic images), envelopes, stamps, and pens. Organisation required: the trainer prepares and spreads out the postcards, allows time for reflection and writing, collects the addressed envelopes, and mails the postcards approximately one month after the training to ensure the delayed reminder effect.
Preparation	The trainer selects and brings a variety of postcards, along with envelopes, stamps, and pens, and plans a moment at the end of the training for the activity. The trainer also ensures there is time after the training to post the postcards (about one month later) and keeps them safely until then.

Step-by-step description

	1. The trainer spreads the postcards on the floor or a table so all participants can see them clearly. 2. Participants gather around and each selects one postcard that represents their key learning or insight from the training. 3. Each participant writes a personal message to themselves on the postcard, including a concrete and SMART action they intend to take. 4. Participants write their home address on an envelope and place the postcard inside. 5. The trainer collects all envelopes and stores them safely.
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| | 6. About one month after the training, the trainer mails the postcards to the participants as a reminder of their learning commitment. |
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Variations and differentiation

- Instead of postcards, participants can use photos, blank cards they decorate themselves, or themed images linked to the training topic.
- The reminder can be sent after different time intervals (e.g. two weeks, three months) depending on the desired follow-up moment.
- Participants may write more than one intention (short-term and long-term goals) on the card.
- The trainer can add a short follow-up question or reflection prompt on the postcard (e.g. “Have you already applied this learning?”).
- For online or blended trainings, the method can be adapted by having participants write digital messages that are emailed or scheduled to be sent later.

Practical notes

- Ensure the intentions are written clearly and as concretely as possible (SMART) to increase the chance of follow-through.
- Remind participants to write their full and correct home address on the envelope.
- Handle the postcards confidentially and store them safely until they are mailed.
- Clearly communicate when the postcards will be sent so participants anticipate the reminder.
- Allow a quiet moment for reflection to help participants choose meaningful insights and write thoughtful messages.

References | Sources

Van den Ouden, L. (2016). *Werkvormenboek: 100 werkvormen om iedere bijeenkomst tot een succes te maken – Alles begint met een open mind* (1e druk). ICM Publishing.

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Fishing for Communication

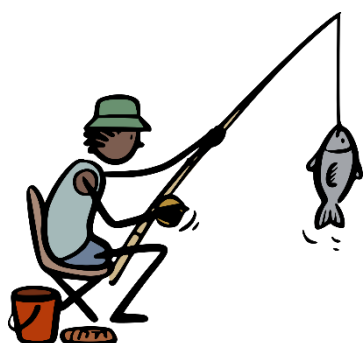
(experiential group-dynamics and communication activity)

Short description	The “Fishing for Communication” activity is a structured experiential simulation in which small groups manage a shared resource under conditions of limited communication. Through metaphorical gameplay, participants enact patterns of cooperation, competition, and negotiation. The task functions as a projective group-dynamics tool, revealing communication barriers and supporting reflective learning about interdependence and social responsibility. The intervention combines experiential simulation with structured written and dialogic reflection, drawing on experiential learning theory (Kolb, 2015), group dynamics (Lewin, 1947), social dilemma research on shared resources (Ostrom, 1990), and needs-based communication approaches (Rosenberg, 2015).
Objectives	• To develop intra- and intergroup communication skills • To examine cooperation, competition, and resource-sharing behaviours • To foster negotiation, collective decision-making, and strategic thinking • To raise awareness of social dilemmas and interdependence • To explore emotional reactions related to scarcity, trust, and fairness • To promote reflection on inclusion, exclusion, and conflict resolution
Duration	• Instructions and grouping: 5–10 minutes • Game simulation (10 rounds/days): 20–25 minutes • Debriefing and reflection: 10–15 minutes • Total: approximately 45 minutes
Social form	• Three small groups (minimum 3 participants per group) • Intragroup decision-making • Whole-group reflection during debriefing • Facilitator-led discussion For minimal 9 person plus moderator
Materials and organisation	• Scoreboard or flipchart • Table drawn with: 10 rows (days) 3 columns (villages/settlements) • Pens/markers
Preparation	• Divide participants into three groups • Ask each group to choose a name for their fishing village

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- Explain that they represent separate settlements that historically do not communicate
- Prepare the board with the 10-day table
- Prepare fish tokens and reproduction rules

Step-by-step description



Step 1: Group formation and identity building

Participants are divided into **three small groups**, with a minimum of three members per group to ensure meaningful interaction and shared decision-making.

Each group is asked to **create a name for their fishing village/settlement**. This step serves both organisational and psychological purposes. Beyond simple identification, choosing a group name fosters:

- group identity formation
- a sense of belonging and ownership
- early cooperation and consensus-building
- emotional engagement with the role-play scenario

The facilitator briefly emphasises that each group represents a separate community of fishermen living independently and traditionally not communicating with the other settlements. This narrative framing supports immersion in the simulation and strengthens the perception of intergroup boundaries, which is important for later observation of communication and negotiation dynamics.

Group names are written on the board and used consistently throughout the activity when recording results and addressing the teams.

Step 2 Narrative framing

The facilitator introduces the story:

Three settlements of fishermen lived on the shores of the lake. They did not meet and, since ancient times, they fished according to an agreed schedule. One group fished at 6:00 a.m., the second at 9:00 a.m., and the third at 11:00 a.m. Fish were their only source of livelihood.

Fish could reproduce overnight. Four fish were needed to produce one new fish. For example, if there were 13 fish, only three groups of four could reproduce, resulting in three new fish. The lake could never contain more than 20 fish.

Due to boat size and local agreements, each group could catch only 0, 1, 2, or 3 fish per day.

You are these fishermen. Your task is to provide for your village as well as possible during the next 10 days.

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Step 3 Daily rounds (“10 days of life”)

For each day:

1. Groups privately discuss strategy
2. Each group decides how many fish to catch (0–3)
3. Decisions are announced simultaneously
4. Fish are removed from the lake
5. Reproduction rule is applied overnight
6. Results are recorded on the board

Groups are initially instructed **not to communicate with other groups**.

Step 4 – Observation of process

During the game, the facilitator observes:

- leadership emergence
- negotiation patterns
- cooperation vs. competition
- emotional reactions
- risk-taking or conservative strategies
- attempts to communicate across group boundaries

Step 5 – Debriefing and reflection

After 10 days, participants form one circle.

Guiding questions:

- What strategy did your group use and why?
- How did you feel about the other groups?
- Did you trust them?
- What happened to the fish population over time?
- When did cooperation or conflict emerge?
- How does this resemble real-life communication or resource-sharing situations?
- What helped or blocked communication?

Participants connect the metaphorical game to real social or organisational contexts.

Variations and differentiation

- allow intergroup negotiation after Day 5
- introduce a common meeting or treaty
- change reproduction rules
- add “crisis events” (storm, pollution, scarcity)
- assign roles (leader, recorder, negotiator)
- shorten rounds for younger participants

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Practical notes

- Avoid giving strategic advice
- Maintain neutrality
- Allow natural tensions to emerge
- Emphasise reflection over “winning”
- Psychological safety is essential

The symbolic distance of the fishing scenario enables participants to explore sensitive themes (competition, mistrust, fairness, exclusion) indirectly and more openly.

After the simulation, participants may have given time for **individual written reflection** before engaging in group discussion. Each participant briefly documents:

- what happened during the game,
- how their group made decisions,
- how they felt about the outcomes,
- what frustrated or surprised them,
- what they needed from the other groups,
- and how communication (or lack of communication) influenced the results.

This writing phase serves as an emotional regulation and meaning-making step, allowing participants to process their experiences before verbal sharing.

Subsequently, a **facilitated group dialogue** is conducted. Participants are encouraged to articulate their needs, expectations, and emotional responses clearly and respectfully. Typical reactions include feelings of unfairness, anger, entitlement, or distrust toward other groups. These reactions are treated as valuable learning material rather than problems to be corrected.

The facilitator guides participants to:

- recognise underlying needs (security, fairness, survival, trust),
- differentiate between emotions and accusations,
- express needs explicitly,
- practise constructive communication and perspective-taking.

The aim of this phase is not to evaluate success or failure in the game but to develop **self-awareness, emotional literacy, and assertive communication skills**.

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Dixit: Communication development using picture cards

Short description	Illustrated picture cards represent an accessible and flexible visual tool for supporting communication and socio-emotional expression. In our intervention, we use the <i>Dixit</i> card set, which contains metaphorical and imaginative illustrations that naturally stimulate storytelling, interpretation, and dialogue. Unlike structured pictograms, these open-ended images encourage participants to verbalise personal meanings, emotions, and experiences. The visual ambiguity of the images enables multiple interpretations, supporting emotional expression, symbolic thinking, and collaborative meaning-making. This approach is particularly effective for discussing abstract social topics and for engaging participants with diverse communicative abilities.
Objectives	• To stimulate verbal expression through visual prompts • To support reflective thinking about abstract social topics (e.g., inclusion, rules, cooperation, expectations) • To foster emotional awareness and perspective-taking • To encourage collaborative dialogue and peer learning • To create a safe and inclusive space for sharing personal meanings
Duration	• Small-group discussion: approximately 10 minutes • Whole-group sharing: 10 – 20 minutes • Total session time: 30 – 45 minutes
Social form	• Small groups of three to four are recommended when the total number of participants exceeds eight. • Whole-group circle discussion • Facilitator-led reflection This combination supports both intimate peer interaction and collective meaning-making. Can be used either as an introductory or closing activity
Materials and organisation	• <i>Dixit</i> or comparable illustrated cards. • Tables or floor space where the cards can be spread face up. • Chairs arranged in circles (small-group circles + one large circle) • Optional: flipchart or notes for summarising group ideas Everyone receives several randomly selected cards to ensure spontaneity and diverse interpretations.
Preparation	• Define the theme of the session (e.g., inclusion, classroom rules, expectations, cooperation) • Prepare guiding prompts or sentence starters • Organise participants into small groups • Establish basic discussion norms (respect, listening, no right/wrong answers) • The facilitator models the activity first by demonstrating how to interpret a card.

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Step-by-step description



1. **Introduction of the theme**
The facilitator introduces the discussion topic (e.g., inclusion or shared expectations).
2. **Card selection**
Participants draw one or more illustrated cards at random.
3. **Small-group discussion (approx. 10 minutes)**
Using the card as a visual stimulus, participants discuss how the image relates to the theme.
Prompts may include:
 - What do I see in the picture?
 - What colours or details stand out?
 - How does the image make me feel?
 - How could this relate to today's topic?
 - Beginners may focus on simple description, while more advanced participants are encouraged to interpret symbolic or emotional meanings.
4. **Whole-group sharing**
Groups return to the circle and summarise their discussion and shared interpretations.
5. **Reflection and closure**
The activity can also be repeated at the end of the session to reflect on whether participants' expectations were met.

Variations and differentiation

To accommodate diverse ages, language levels, and communicative needs, the activity can be flexibly adapted in terms of task complexity, social structure, and facilitation support.

Variations of activities

Warm-up association

Participants choose a card that represents their current mood or expectations for the session.

Story chain

Each participant adds one sentence to build a collective story.

Emotion matching

Select a card that best illustrates a specific emotion or social situation.

Perspective-taking

Participants interpret the same card from different viewpoints (e.g., child, teacher, outsider).

Problem-solving

Cards are used to visualise solutions to a given challenge (e.g., "How can we make our classroom more inclusive?").

Closing reflection

At the end of the session, participants reselect cards to evaluate whether their expectations were met.

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Differentiation by social form

- individual reflection (personal meaning-making)
- pair discussion (safe space for shy participants)
- small groups (collaborative interpretation)
- whole-group sharing (collective synthesis)

Grouping can be adjusted to balance participation and confidence.

Practical notes

The use of metaphorical illustrated cards as discussion prompts functions as a projective and dialogic tool that lowers communicative barriers and stimulates spontaneous verbalisation.

Facilitation notes

- The facilitator speaks first and models the process by explaining their own card and interpretation.
- Emphasis is placed on personal meaning rather than “correct” answers.
- The ambiguous and metaphorical nature of the images encourages projection, imagination, and deeper reflection.
- With trained facilitation, the method may draw on principles of symbolic or projective interpretation inspired by **Carl Gustav Jung**, although effective discussion can also be achieved through simple visual description and emotional associations.

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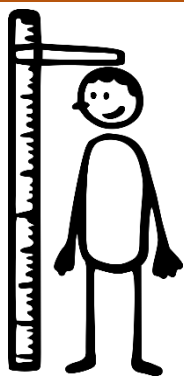
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Ruler Activity

Short description	A team-building exercise where participants place two fingers under a (folding) ruler and must lower it to the ground together, without losing contact. This promotes coordination, communication, and collective problem-solving.
Objectives	• Develop teamwork and cooperation • Enhance communication and coordination among group members • Experience the challenge of aligning individual actions with group goals • Foster patience, attention, and collective responsibility
Duration	5 – 10 minutes, depending on group size and discussion time
Social form	Small groups
Materials and organisation	• 1 folding ruler or meter stick • Sufficient space on the floor for the group to stand around the ruler. • Group size: ideally 4 – 12 participants, adjust ruler length accordingly.
Preparation	• Ensure the floor area is clear and safe. • Choose a ruler or stick long enough for the group to spread fingers comfortably. • Briefly explain safety: fingers must stay under the ruler at all times.

Step-by-step description

	1. Start position: Each participant places two fingers under the ruler, evenly distributed along its length. 2. Goal explanation: The group's task is to lower the ruler to the ground together, keeping contact with their fingers. 3. Execution: • Participants slowly coordinate their movements to gently lower the ruler. • Encourage verbal communication and adjustments. 4. Completion: When the ruler touches the ground while everyone keeps fingers on it, the task is complete. 5. Reflection: Discuss challenges, strategies, group dynamics, and lessons for teamwork.
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Variations and differentiation

- Time challenge: See how fast the group can lower the ruler without losing contact.
- Silent mode: Lower the ruler without speaking, relying solely on non-verbal communication.
- Smaller/larger groups: Adjust ruler length or use multiple rulers for bigger groups.

Practical notes

- Emphasize slow, careful movements to prevent dropping the ruler.
- If the ruler tilts, allow discussion on strategy, but don't give a fixed solution.
- Highlight team reflection rather than just completing the task.
- Can be debriefed with real-life analogies about teamwork, coordination, and collective responsibility.

References | Sources

Zajac, J. (2024). *Helium Stick: A team-building game to improve communication and cooperation*. Icebreaker Spot. Retrieved from <https://www.icebreakerspot.com/activities/helium-stick/>

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Take a Step Together

Short description	is a group dynamics exercise where participants must all step forward at the same time without initially relying on verbal communication. This activity illustrates how communication works on different levels and shows the importance of non-verbal cues in coordination.
Objectives	• Experience how communication functions on multiple levels (verbal and non-verbal) • Raise awareness of collaboration signals and coordination challenges • Highlight the importance of observation, timing, and group awareness
Duration	10 minutes (can be extended if multiple variations are added)
Social form	Group work (4 to 12 people)
Materials and organisation	• No materials required • Space for participants to stand in a row with some distance in front of them
Preparation	• Clear a row in the room where participants can stand comfortably. • Explain the exercise goals clearly to the group. • Emphasise safety – participants should step carefully to avoid collisions.

Step-by-step description

	1. Start position: Participants stand in a row next to each other, leaving some space in front. 2. Initial task: Ask the participants to step forward at the same time. This can usually be solved simply by counting down together. 3. Increasing difficulty: • Step 1: No verbal communication is allowed. Participants must find alternative ways to coordinate (gestures, eye contact, etc.). • Step 2: Participants close their eyes. They can hold hands if needed, but the exercise encourages them to remain mostly detached. 4. Reflection: Discuss how coordination worked, what signals were noticed, and how communication occurs in subtle ways. Emphasise that also in real contexts, communication is not only verbal but also involves non-verbal cues.
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Variations and differentiation

- Different group sizes: Can be adapted for smaller or larger groups by changing row arrangement.
- Add complexity: Introduce multiple steps forward or backward or incorporate simultaneous arm movements.
- Blindfolded variant: Entire exercise can be done with eyes closed from the start for an advanced challenge.
- Focus on leadership vs. collective sensing: Ask the group to coordinate without a designated leader.

Practical notes

- Ensure participants step carefully to avoid accidents.
- Emphasize observation and patience; the exercise works best if participants focus on group rhythm rather than individual speed.
- Debrief is key: connect the exercise to real-life collaboration, highlighting multiple levels of communication.
- Can be paired with other non-verbal coordination exercises for deeper reflection on group dynamics.

References | Sources

Van den Ouden, L. (2016). *Werkvormenboek: 100 werkvormen om iedere bijeenkomst tot een succes te maken – Alles begint met een open mind* (1e druk). ICM Publishing.

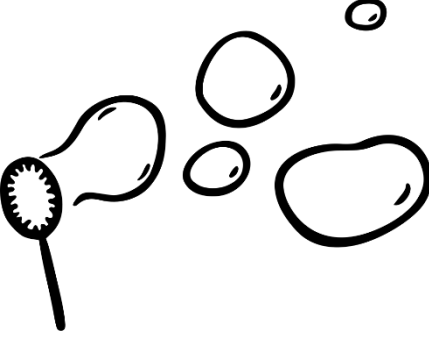
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Communicating in Circles

Short description	An interactive communication exercise in which participants rotate in two circles (inner and outer) and repeatedly talk with a new partner. Each round has a different communication task (e.g., active listening, disrupting, reading between the lines). The activity helps participants experience how verbal and non-verbal communication influence conversations and gives the moderator opportunities to observe and guide group dynamics.
Objectives	• Increase awareness of verbal and non-verbal communication • Experience different listening styles (active, passive, manipulative, interpretive) • Reflect on how conversations can be steered consciously or unconsciously • Strengthen empathy and perspective-taking • Practice giving and receiving feedback • Support moderator observation skills in group interaction
Duration	Approx. 20 minutes total, 25 – 30 minutes if including the optional third round and debriefing discussion
Social form	Group work
Materials and organisation	Materials • Timer or stopwatch • Bell or signal sound (optional) • Flipchart or whiteboard (optional for debrief) Organisation • Arrange participants in two circles: ◦ Inner circle facing outward ◦ Outer circle facing inward • Ensure enough space for easy rotation
Preparation	1. Prepare the room so participants can stand (or sit) two circles. 2. Decide whether to include the optional third round. 3. Brief participants: a. The goal is not performance but observation and experience. b. Some tasks may feel uncomfortable — that is intentional. 4. Ask participants not to reveal their task instructions during the round.

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Step-by-step description

	Round 1 – Active listening Inner circle task: Describe your ideal holiday for 2 minutes (where, with whom, what you do, atmosphere, etc.). Outer circle task: Listen attentively. Ask questions only if the conversation stops. After 2 minutes: 1. Trainer stops the conversation. 2. Outer circle shares observations about non-verbal communication (posture, eye contact, tone, enthusiasm). 3. After about 1,5 minutes, stop feedback. 4. Inner circle rotates one position clockwise. Round 2 – Steering a conversation Outer circle task: Talk for 2 minutes about what you used to do on Sundays as a child. Include many details. Inner circle task: Subtly try to take control of the conversation or move it off topic. After 2 minutes: 1. Stop conversation. 2. Pairs discuss experience together: - o Was it easy to derail the topic? - o Did it feel annoying? - o How did you steer the conversation? 3. After 2 minutes, stop the feedback. 4. Inner circle rotates one position clockwise. Round 3 (Optional) – Listening between the lines Inner circle task: Who is your hero or someone you admire and why? Outer circle task: Listen for what is implied rather than said (“between the lines”). After 2 minutes: 1. Stop conversation. 2. Outer circle shares interpretations of underlying values, emotions, or motivations. 3. Stop after 2 minutes.
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Variations and differentiation

- **Short version:** Do only rounds 1 and 2.
- **Large groups:** Run multiple circle sets simultaneously.
- **Advanced groups:** Add a fourth round where both participants intentionally misinterpret each other.
- **Introverted participants:** Allow note-taking during listening tasks.
- **Youth groups:** Replace questions with lighter topics (favourite game, dream superpower, favourite food).
- **Professional training:** Link each round to workplace situations (meetings, client talks, feedback conversations).
- **Topics-related:** you can use this method in order to collect opinions about a specific topic from participants

Practical notes

This activity can trigger discomfort because participants intentionally manipulate or analyse conversations. Always include a short group reflection afterward to normalise feelings and connect experiences to real-life communication patterns. Emphasise that the goal is awareness, not judging communication skills.

References | Sources

Van den Ouden, L. (2016). *Werkvormenboek: 100 werkvormen om iedere bijeenkomst tot een succes te maken – Alles begint met een open mind* (1e druk). ICM Publishing.

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Two Truths and a Lie

Short description	Two Truths and a Lie is a popular icebreaker game where one person shares three statements about themselves: two are true, and one is a lie. Participants guess which statement is false.
Objectives	• This simple ice-breaker game helps participants get to know each other through storytelling and critical thinking, while fostering a fun, low-stakes competitive environment. • It promotes team bonding among diverse learners, reducing anxiety and building community, also improves observation skills, and encourages open communication by revealing surprising personal facts in a light-hearted manner.
Duration	10 – 30 minutes
Social form	Working in groups. • Optimal group size: 6 – 10 people is ideal for fostering discussion and allowing everyone to participate without the game becoming too long. • Small groups: 2 – 5 people are better for deeper, more intimate getting-to-know-you sessions.
Materials and organisation	Create groups of a reasonable size and explain rules together with some examples. If you play in “anonymous mode”, identical sheets of paper and pens/pencils for writing down the statements are needed.
Preparation	Prepare some examples of the statements for inspiration

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Step-by-step description



1. **Prepare:** Each person takes a few minutes to think of two true facts and one plausible lie about themselves.
2. **Share:** One person shares their three statements, usually in random order.
3. **Guess:** Other players guess which statement is the lie.
4. **Reveal:** The speaker reveals the lie, and the next person takes their turn.
5. **Win:** Points can be awarded for correctly identifying the lie, or it can be played casually.

Variations and differentiation

- **Two Truths and a Dream Wish:** Replace the lie with a "dream" or something you wish were true. This reveals goals and personality rather than just secrets.
- **Anonymous mode:** Everyone writes their statements on identical slips of paper. A moderator reads them aloud, and the group guesses who the person is *and* which statement is the lie.

Practical notes

Tips for success:

- **Make it believable:** Ensure the lie sounds plausible so it is harder to guess, such as "I have met the president" (if you haven't).
- **Use specifics:** Incorporate details into your truths to make them sound more believable or to make the lie stand out.
- **Keep it interesting:** Use unique experiences or surprising facts as your truths.

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From dream to reality

Short description	This is a strengths-based approach focusing on what works well in the school. It uses 4 phases — Discover, Dream, Design, and Deliver — to build a desired future based on existing successes.
Objectives	Identify and amplify existing strengths; stimulate a positive, future-oriented mindset; create shared strategies for sustainable change
Duration	45 minutes
Social form	Group work
Materials and organisation	Flip charts, markers, post-its; open space setup; clear visualisation of the four phases.
Preparation	Prepare Appreciative Inquiry questions; set up stations for each phase; arrange room for collaborative work.

Step-by-step description

	Step 1 Dream: The group imagines the ideal future where strengths are maximized. What would be our dream? Step 2 Discover: Participants explore good practices. What already goes well? Step 3 Design: Participants develop strategies that support achieving the envisioned future. What do we need to achieve this dream? Step 4 Deliver: Concrete actions are defined, responsibilities assigned, and next steps planned.
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Variations and differentiation

Extend phases for deeper reflection.

Practical notes

Formulate positive questions; monitor time carefully; create a safe environment; ensure actionable steps in the Deliver phase

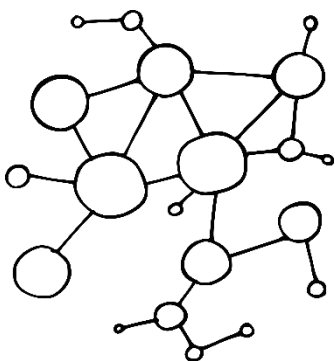
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Mind map

Short description	A mind map is a visual method for organising ideas, knowledge, and experiences around a central topic. In the context of the I CO COPE project, it is used as a participatory tool to support and develop a Community of Practice (CoP) in a school setting, enabling members to deepen their understanding through regular interaction and shared reflection.
Objectives	Support shared understanding of topics addressed within a school Community of Practice (CoP) Encourage the exchange of experiences, peer learning, and collective problem-solving Strengthen collaboration, critical thinking, and active participation among CoP members Provide input for reflection, planning, and further CoP activities
Duration	30–45 minutes (depending on depth and group size)
Social form	This activity takes the form of a facilitated workshop combining individual reflection, small-group collaboration, and plenary sharing. Participants first reflect individually, then co-create mind maps in small groups, and finally discuss key insights together as a Community of Practice.
Materials and organisation	Meeting room with tables for group work, A3 paper or flipchart sheets, coloured markers, and optional sticky notes. The space should allow groups to work visually and to display mind maps for plenary discussion.
Preparation	Define a topic relevant to the Community of Practice (e.g. sustainability in school life, student well-being, teaching challenges, student participation). Prepare a short introduction to the mind mapping method and clarify the purpose of the activity within the CoP. Organise participants into small groups of 3–5 members.

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Step-by-step description

	10. Presentation of the session goal and brief introduction to the mind mapping method 11. Individual reflection – each participant notes 1–2 key ideas or experiences related to the topic 12. In small groups, participants create a shared mind map, clustering similar ideas and themes 13. In plenary, groups present their mind maps and identify common patterns and priorities 14. Closing – key insights are summarised and linked to next steps of the Community of Practice
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Variations and differentiation

Online mind map for example <https://www.mindmup.com/>

Practical notes

Encourage use of keywords instead of full sentences

Ensure all participants contribute to the map to capture diverse perspectives

References | Sources

Buzan, T. (2018). *Mind Map Mastery: The complete guide to learning and using the most powerful thinking tool in the universe*. Jaico Publishing House.
<https://books.google.sk/books?id=5VUWEQAAQBAJ>

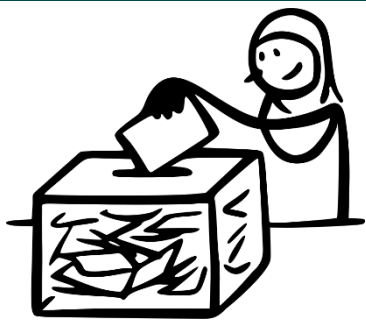
picture: OpenAI. (2026). *Mind map illustrating the development of a community of practice* [AI-generated image]. DALL·E. <https://openai.com/dall-e>

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Assessment of options by giving scores

Short description	In this activity, students or community members evaluate different proposals or solutions based on predetermined criteria and assign them scores. This is a simple yet highly effective method that allows participants to systematically compare options and discuss why some solutions are more suitable than others.
Objectives	The objective of this activity is to enable participants to systematically compare several alternatives by assigning scores based on predefined criteria. Through this process, they strengthen their critical thinking, justification skills, and collaborative decision-making, which supports the development of a community of practice.
Duration	15-20 minutes, depending on the number of options and the depth of discussion
Social form	The activity can be carried out individually, in pairs, or within small groups. The moderator selects the most suitable format based on the needs and dynamics of the community of practice.
Materials and organisation	Participants work with a simple scoring table listing the criteria and the options being assessed. They need either printed sheets or a digital version of the table, along with access to a whiteboard or flipchart for sharing the final results with the whole group.
Preparation	Before the activity begins, the facilitator selects the options that participants will evaluate and formulates three to five criteria relevant to the context (for example impact, relevance, feasibility, or alignment with community goals). A scoring table using a numerical scale — most commonly from one to five — is prepared in advance.

Step-by-step description

	1. At the beginning of the activity, the moderator introduces the options to be evaluated and explains the meaning of each assessment criterion. 2. Participants assign scores to each option according to each criterion, adding short explanations where relevant. 3. Once the scoring is completed, results are summed and compared. 4. The activity concludes with a discussion during which participants reflect on why certain options achieved higher scores, how the group approached decision-making, and what these reveals about shared priorities within the emerging community of practice.
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Variations and differentiation

It is possible to introduce movement assessment (for example, assessing posture – sitting on the floor, squatting, sitting on a chair, standing, etc.).

Practical notes

When implementing the process, it is important to keep things simple; too many criteria can complicate the process. Visualizing the results is very helpful, as are clear rules for discussion, especially in group work.

References | Sources

Hmelo-Silver, C. E. (2013). Facilitating collaborative learning: The role of the teacher. In C. E. Hmelo-Silver, C. A. Chinn, R. Chan, & A. O'Donnell (Eds.), *The international handbook of collaborative learning* (pp. 282–296). Routledge.

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Voting with colours / thumbs up / ...

Short description	Voting with colours or thumbs up is a simple participatory method in which participants express their opinion or attitude using colours or hand gestures. It allows for quick, visual feedback and supports inclusive decision-making or reflection within a group.
Objectives	The objective of this method is to involve all participants in the process, to collect quick feedback or opinions, to support reflection and discussion, and to make the level of agreement or disagreement within the group visible.
Duration	5-15 minutes, depending on the number of questions and the depth of the follow-up discussion.
Social form	The method is carried out individually within a group or plenary setting, where all participants respond at the same time.
Materials and organisation	The activity can be organised using coloured cards, stickers or pieces of paper, typically in green, yellow and red, or without any materials when using the thumbs up or thumbs down variation. The space should allow all participants to clearly see each other's responses.
Preparation	The moderator prepares the questions, topics or options to be evaluated and clearly explains the meaning of each colour or gesture in advance. It is important to ensure that every participant understands the process and has the opportunity to take part.

Step-by-step description

	1. Moderator introduces the topic, question or options to be assessed. Next, the meaning of the colours or gestures is explained, for example green meaning agreement, yellow uncertainty and red disagreement. 2. Participants then express their opinion individually by showing a card or using a hand gesture. 3. The moderator observes and briefly summarises the overall outcome. 4. Finally, a short discussion may follow, especially if there are differing views.
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Variations and differentiation

The method can be adapted by using more than three colours to create a scale of agreement, by allowing anonymous voting with stickers, by working in pairs or small groups before voting, or by asking participants to explain the reason for their choice.

Practical notes

This method works well with both small and large groups and is especially useful for quick decision-making. A safe and respectful environment is essential so that participants feel comfortable expressing disagreement. For sensitive topics, anonymous voting is recommended. While the method is fast and engaging, it should not replace more in-depth analysis when complex decisions are required.

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Create a storyline

Short description	Create a Storyline is a participatory evaluation tool where participants visually or verbally map the key steps, milestones, and turning points of a project journey. By comparing and discussing these storylines, the group builds a shared understanding of progress and identifies what to keep, adjust, or change moving forward.
Objectives	The tool helps participants reconstruct the project journey, identify key milestones, and surface any missing steps or perspectives. It also strengthens group alignment and supports decisions about what to keep, adjust, or change moving forward.
Duration	45 – 70 minutes ○ Creating storylines in pairs: 15–20 minutes ○ Group discussion and comparison: 20–30 minutes ○ Summarizing and drawing conclusions: 10–20 minutes
Social form	Pair work and plenary
Materials and organisation	Large sheet of papers (A3 or flip chart) + markers, pens, pencils Optional: sticky notes, stickers, coloured cards for highlights or milestones Wall space or tables to display the storylines
Preparation	Room Setup: - Space for pairs to work comfortably - A central area (wall, floor, or board) for bringing storylines together - Chairs arranged so the group can see and discuss all storylines Moderator Preparation - Clarify the objective of the evaluation (- Prepare the guiding questions - Plan the time allocation for each step - Decide how you will capture conclusions (e.g., flipchart, digital notes) Participant Preparation (optional) - Inform them in advance they will reflect on the project journey - Ask them to bring any notes or materials that may help them remember key steps

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Step-by-step description



1. In pairs, participants create a storyline, based on the following guiding questions:

- What was the start of our process?
- Which steps are behind us?
- What were important highlights, moments, results?
- What is the situation now?
- What are the next first steps?

Participants can draw, visualize or describe the storyline in a format they prefer.

2. Bring the different storylines together and discuss with the group:

- Is everyone still on board?
- What makes certain steps important milestones?
- Did we forget steps, did we miss them?
- Are we not forgetting anyone in this process?
- Who was and is not involved in this process?
- To what extent do these steps contribute to the desired result?

3. Summarize and make conclusions:

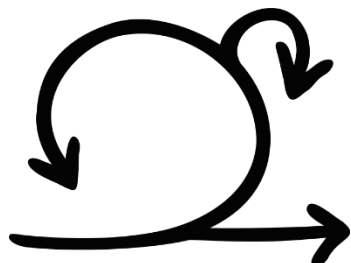
- What do we want to keep? Celebrate successes!
- What do we want to redirect?
- What can we leave out?

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Keep – Drop – Change

Short description	Keep – Drop – Change, also called Stop – Start – Change, is an exercise to evaluate which activities or results of a process are worth keeping, what needs to be improved and what can be rejected.
Objectives	• Identify which elements of a process, activities or measures work well • Identify potential for changes, either improvement or discontinuation of activities or measures
Duration	15 – 30 minutes
Social form	Individual reflections combined with a discussion in plenary
Materials and organisation	Wall space with three large sheets of paper or a board with a three-column table, sticky notes, pens
Preparation	Prepare three large sheets of paper or a board with a three-column table labelled with Keep – Drop – Change with the participants Share sticky notes and pens with the participants.

Step-by-step description

	1. Each group member reflects on the questions ○ What works well, what do we want to keep? ○ What approaches need optimisation? ○ What did not work? What does not help achieving our goals? 2. Participants note each thought on a different sticky note. 3. After the time for self-reflection is over, participants stick each note to the respective field. 4. The facilitator presents all sticky notes, and in a plenary discussion participants agree for each note which category it belongs to.
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Sweet Evaluation

Short description	<i>The Sweet Evaluation</i> is a playful reflection method where participants give feedback using candy as a metaphor. Each type of candy represents a different aspect of the session: progress, challenges, lasting impact, and highlights. It encourages creative reflection and opens up discussion in a fun and engaging way.
Objectives	• Encourage reflection on the session/meeting. • Identify what worked well and what could improve. • Collect feedback in a creative, visual, and playful manner. • Engage participants interactively in the evaluation process.
Duration	15 – 25 minutes (depending on group size and discussion depth).
Social form	group work
Materials and organisation	• Different types of candy (for example): ○ Frog candy – “What (frog) leap forward can the next meeting take?” ○ Sour candy – “What tasted sour or did you like less?” ○ Chocotoff – “What will stick after the meeting?” ○ Bear candy – “What do you evaluate ‘as good as a bear’?” • Paper or sticky notes and markers for writing reflections. • Optional: small bowls or trays to place the candies.
Preparation	1. Choose and gather enough candy for all participants. 2. Arrange the candies in separate, clearly labelled bowls. 3. Prepare a brief explanation of the symbolism of each candy type. 4. Provide paper/sticky notes and markers for participants to write down their reflections.

Step-by-step description

	1. Introduction (2–3 min) ○ Explain the metaphor of each candy. ○ Emphasize that this is a safe and playful way to share feedback. 2. Individual Reflection (5–7 min) ○ Participants select the candies that best represent their feedback. ○ Optionally, they can write short notes on post-its or paper to explain their choice. 3. Sharing in the Group (5–10 min) ○ Participants share their candy choices and reflections.
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	○ Facilitate a short discussion: what stands out, what inspires, and what can improve. 4. Conclusion (2–3 min) ○ Summarize the main insights. ○ Thank the group for their participation and creative feedback.
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Variations and differentiation

- **For large groups:** have participants reflect in small subgroups, then share a plenary summary.
- **For virtual sessions:** use digital candy icons and an online whiteboard (Miro, Mural, Jamboard).
- **Creative twist:** let participants invent their own candy metaphors for their feedback.

Practical notes

Choose recognizable and varied candies so that the metaphor is clear to everyone.

Keep the pace lively; too long can reduce the playful energy.

Ensure everyone can participate and encourage brief explanations.

It can help to give an example of choosing a candy and explaining the choice.

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Annex

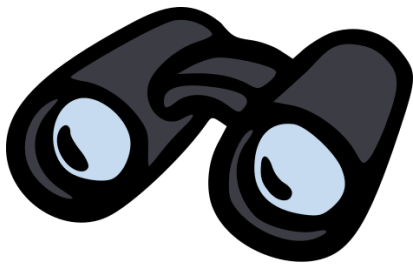


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Action Plan Integrity

Short description	This activity consists of a structured group work within the Community of Practice to review the integrity of the Action Plan for monitoring and reflective discussion purposes. Participants collectively analyse the plan across three key dimensions—exposure, adherence, quality, and participants' responsiveness—in order to identify progress, challenges, and necessary adjustments.
Objectives	This activity aims to: monitor whether activities were implemented as planned (exposure); assess the significance and alignment of activities with intended goals (adherence); evaluate the quality of implementation (quality); analyse participation levels and acceptance among participants (participants' responsiveness); and support reflective discussion and informed adaptation of the Action Plan
Duration	45 – 60 minutes
Social form	Small-group work (3 – 4 participants per group) followed by a short plenary discussion for synthesis and agreement.
Materials and organisation	Version of the agreed Action Plan; one action plan integrity review template structured around the four domains per group; and a flipchart.
Preparation	Share the Action Plan and relevant monitoring data (if available) in advance; prepare the integrity review template with the four domains clearly defined; assign each group a set of activities or one priority action to analyse; clarify that the activity focuses on learning, improvement, and accountability, not performance control.

Step-by-step description

	1. Presentation of the purpose of the activity explaining the four integrity domains: - Exposure: Was the activity implemented as planned (periodicity and duration)? - Adherence: To what extent did the activity remain aligned with its intended purpose and significance? - Quality: How well was the activity implemented? - Participants' responsiveness: How many participants were involved, and what was their level of engagement and acceptance? 2. Group-work: integrity analysis. Each group reviews the assigned activities using the four domains, discussing evidence such as participation records, observations, or feedback. Groups summarise strengths, challenges, and propose concrete
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	adjustments (e.g. changes in duration, format, facilitation, or target group). 3. Plenary discussion and alignment: groups share key findings. The Community of Practice agrees on refinements to the Action Plan and monitoring priorities.
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Variations and differentiation

The activity can be also conducted online, using an online platform as the Microsoft Team (or Zoom), and combining small group work in virtual break-out rooms. You can use collaborative digital tools – as a Padlet or Miro – as a way to discuss refinements and the impact of the activities.

Practical notes

For preparing the integrity review template you can use one of the multiple illustrations available online as those adapted from Roberts and colleagues (2017). Here is an example created by the AI:

Action Plan Integrity Review Template

Activity / Action reviewed: _____

Period under review: _____

Group / Institution: _____

Integrity Review – Checklist and Evidence

Integrity domain	Key guiding questions	Rating	Evidence / notes	Adjustment needed?
Exposure (<i>implementation as planned</i>)	Was the activity implemented according to the planned periodicity and duration?	☐ Fully ☐ Partially ☐ Not implemented		☐ Yes ☐ No
Adherence (<i>significance and alignment</i>)	To what extent did the activity remain aligned with its intended objectives and significance?	☐ High ☐ Moderate ☐ Low		☐ Yes ☐ No
Quality (<i>quality of implementation</i>)	How well was the activity implemented (organisation, facilitation, materials, methods)?	☐ High ☐ Moderate ☐ Low		☐ Yes ☐ No
Participants' responsiveness (<i>engagement and acceptance</i>)	How many participants were involved, and what was their level of engagement and acceptance?	☐ High ☐ Moderate ☐ Low		☐ Yes ☐ No

References | Sources

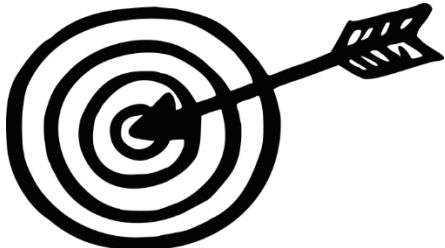
Roberts, G., Vaugh, S., Beretvas, N. & Wong, V. (2017). *Treatment Fidelity in studies of educational intervention*. Routledge.

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Plan SMART

Short description	Plan SMART is a participatory activity within the CoP, aimed to design a small set of collective SMART goals, in which participants identify shared practice challenges and translate them into Specific, Measurable, Achievable, Relevant and Time-bound goals, grounded in the needs of the school context. This workshop activity combines individual reflection with small group work.
Objectives	The objective of this activity is to identify and cluster shared practice challenges and co-create SMART goals to foster collective ownership and commitments with the CoP objectives.
Duration	60 – 90 minutes
Social form	The Plan SMART activity takes the form of a workshop, combining individual reflection, small-group work to cluster challenges and draft goals, and a plenary alignment phase in which the Community agrees on priority goals.
Materials and organisation	Meeting room with tables for group work, sticky notes, a flipchart or whiteboard and a simple SMART goal template
Preparation	Prepare a brief reminder of the SMART criteria and create templates for collecting challenges and drafting SMART goals. Organise small groups of 3 to 4 participants.

Step-by-step description

	5. Presentation of the session goals and a brief overview of the SMART criteria 6. Individual reflection – each participant shares 1-2 key practice challenges 7. In plenary, challenges are shared and clustered in the flipchart by similarity. 8. Small groups are created around each cluster of challenges and each groups formulates a SMART goal. 9. In plenary, the groups present their goals and agree on 2-3 priority SMART goals for the CoP. 10. Closing: The next steps are organised and a plan of action for each SMART goal is co-developed.
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Variations and differentiation

The activity can be also conducted online, using an online platform as Microsoft Teams or Zoom, and organising small group work in virtual break-out rooms. You can use collaborative digital tools such as Padlet or Miro as a way to cluster challenges and to draw collective SMART goals.

Practical notes

For preparing a brief reminder on SMART criteria you can use one of the multiple illustrations available online as those adapted from the Doran (1981) foundational reference. Here is an English example created by an AI tool:



For the individual reflection on practice challenges a template can be provided with the following topics:

- Short description of the challenge
- Where/when does it occurs? (Context)
- Who is affected?

For clustering the challenges, a template can be used around the following topics:

- Cluster theme
- Challenges included
- Why the cluster matters

For the SMART goal drafting use the SMART elements and the guiding questions:

- **Specific:** What exactly do we want to achieve?
- **Measurable:** How will we know the goal has been achieved?
- **Achievable:** Is the goal realistic given our context and resources?
- **Relevant:** Why is the goal important in our school context?
- **Time-bound:** By when will the goal be achieved?

References | Sources

Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, 70(11), 35–36.

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Action Plan in 3 steps

Short description	This activity consists of a structured group work within the CoP, in which participants collaboratively develop an action plan based on previously agreed SMART goals
Objectives	This activity aims to: translate shared SMART goals into concrete actions; clarify what needs to be done, <i>by whom</i> , and <i>when</i> ; promote shared responsibility and coordination within the CoP and define a shared strategy to monitor and reflect on the actions.
Duration	45 – 60 minutes
Social form	This activity will take the form of small group work (4 – 5 participants) around each SMART goal, with a short plenary alignment at the end
Materials and organisation	Action plan template (Task-Who-When) – one template per group
Preparation	Identify and share in advance the SMART goals that will inform the action plan. Prepare the Action Plan template (printed). Define groups according to each goal

Step-by-step description

	1. Introduction with a brief explanation of the propose of the workgroup and the structure of the action plan (task-who-when) 2. Small group-work to identify 1-2 priority actions linked to the agreed goals and define them clearly in the action plan template 3. In plenary, groups present their action plans. The whole group aligns on responsibilities, timelines and next steps
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Variations and differentiation

The activity can be also conducted online, using an online platform as the Microsoft Team (or Zoom), with virtual break-out rooms. You can collaborative digital tools – as a Padlet or Miro – as a way to draw the action plan.

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I CO-COPE Tree

Short description	The I CO-COPE Tree is a tool to visualise the process of a Community of Practice (CoP). According to Wenger the combination of three structural elements cultivates a CoP: Domain, Community and Practice. (Wenger-Trainer, 2015). To visualise the CoP process and the three constitutional elements, which are linked to each other, the I CO-COPE project works with the metaphor of a tree with the trunk representing the domain, the branches representing the community and the fruits representing the results of the practices.
Objectives	Visualise the goal(s) of the Community of Practice, the people that form the CoP team and collaborate to achieve the goal(s) and the results in an attractive way. Communicate and inform the school community about the CoP process and its results.
Duration	This tool can be used throughout the CoP process, from beginning to end.
Social form	This tool can be used by the CoP team members.
Materials and organisation	Poster of the I CO-COPE tree and various fruits attached. Material for recording all relevant information (pens, crayons, pictures, ...)
Preparation	Print the tree poster and as many fruit templates as needed to represent the project outcomes. Print both files at the same scale to maintain the correct proportion between the tree and the fruits.

Step-by-step description

	1. Introduce the tree poster once the CoP has been established. Explain the structural elements of the tree to the CoP team: "Domain" (trunk), "Community" (branches), and "Practice" (fruits). 2. Refer to the different areas of the tree whenever they become relevant during the CoP process. 3. Record the shared goal in the designated text box next to the trunk as soon as the CoP team has agreed on it. 4. Represent the CoP participants in the area of the branches. 5. After the CoP has been completed and the agreed actions have been implemented, place the fruits in the tree canopy area and add
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	a brief description, keywords, and/or photos to illustrate the outcomes.
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Variations and differentiation

Depending on the topic addressed, the goals achieved, and the participants involved in the Community of Practice, the individual areas can be customised as needed.

For example, participants can be identified by name or represented with photographs.

The outcomes—the fruits—can be documented within the corresponding fruit graphics (apples, pears, etc.) and attached to the tree, or they can be illustrated using photos.

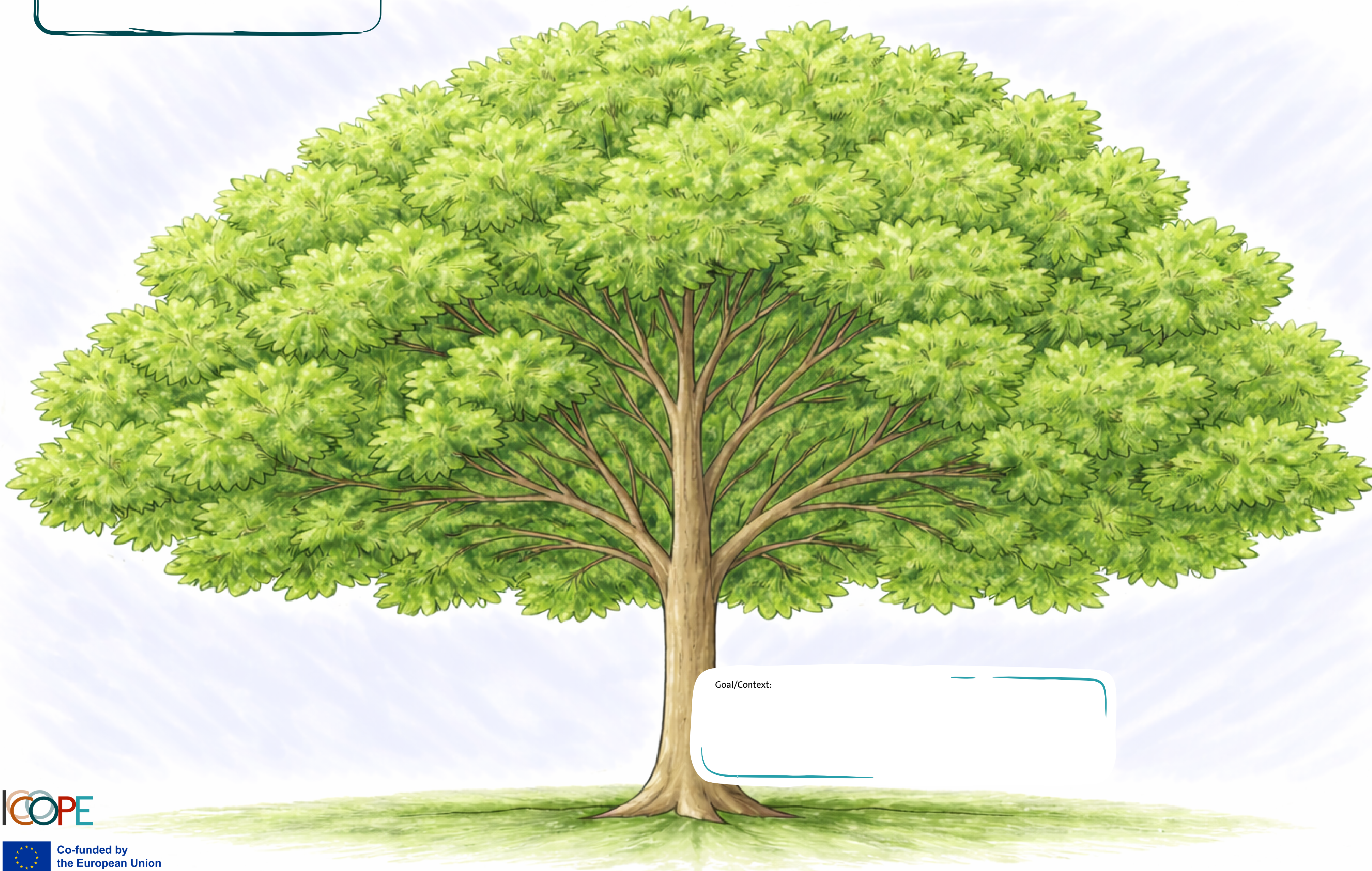
If desired, the broader context of the Community of Practice can be represented with additional visual elements that fit the tree metaphor, such as a bird's nest, a ladder, the tree's roots, a swing hanging from the tree, and similar features.

References | Sources

Wenger-Trayner, E. & Wenger-Trayner, B. (June, 2015). *Introduction to communities of practice: a brief overview of the concept and its uses*. Wenger-Trayner.com. <https://www.wenger-trayner.com/introduction-to-communities-of-practice/>

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Topic:



Goal/Context:

