

INSTRUCTIONS/RECOMMENDATIONS FOR TEACHERS

The **Group Cohesion** workshop/section consists of 1 part/session. The *Saving My Territory* Guide explains the contents of each workshop/section in detail, and contains recommendations for classroom work.

The session is accompanied by:

1) **Presentation-guide: *Group cohesion for teachers***, with the instructions and recommendations needed to carry out this workshop in the classroom.

Before the workshop, teachers should familiarise themselves with the group cohesion within the theory presented here. In the session with the students in the classroom, they can introduce themselves and explain that they are going to use two dynamics to enable the group to get to know each other. They can then start with the first dynamic. If the students are already familiar with each other, and they are familiar with other dynamics with the same objectives, they can use their own instead of those suggested here, and adjust the timeframes as appropriate.

The instructions and recommendations for teachers are shown in PURPLE text, like the text used here, so that they can be clearly identified as supplementary text. The activity slides have a grey background.

We hope you find the content interesting and useful.

Saving my territory

Group Cohesion Workshop

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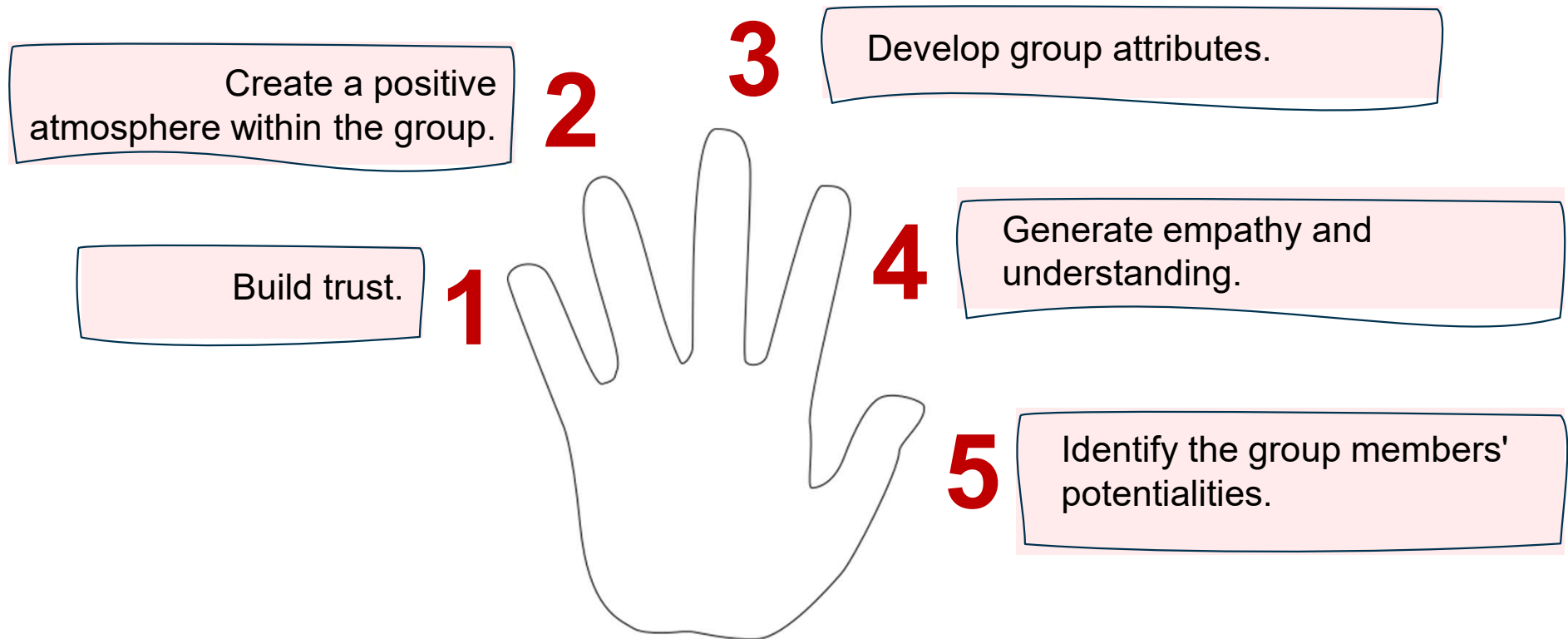


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Group cohesion

Objectives



Group cohesion

Summary

1. Contextualisation for teachers regarding group cohesion.

- 1.1. What are group cohesion dynamics?
- 1.2. Objectives of group cohesion dynamics.
- 1.3. Types of dynamics.

2. Dynamics to apply in the classroom.

- 2.1. Presentation dynamic: the spider's web.
- 2.2. ommunication dynamic: paper aeroplanes.

Group cohesion

Group cohesion

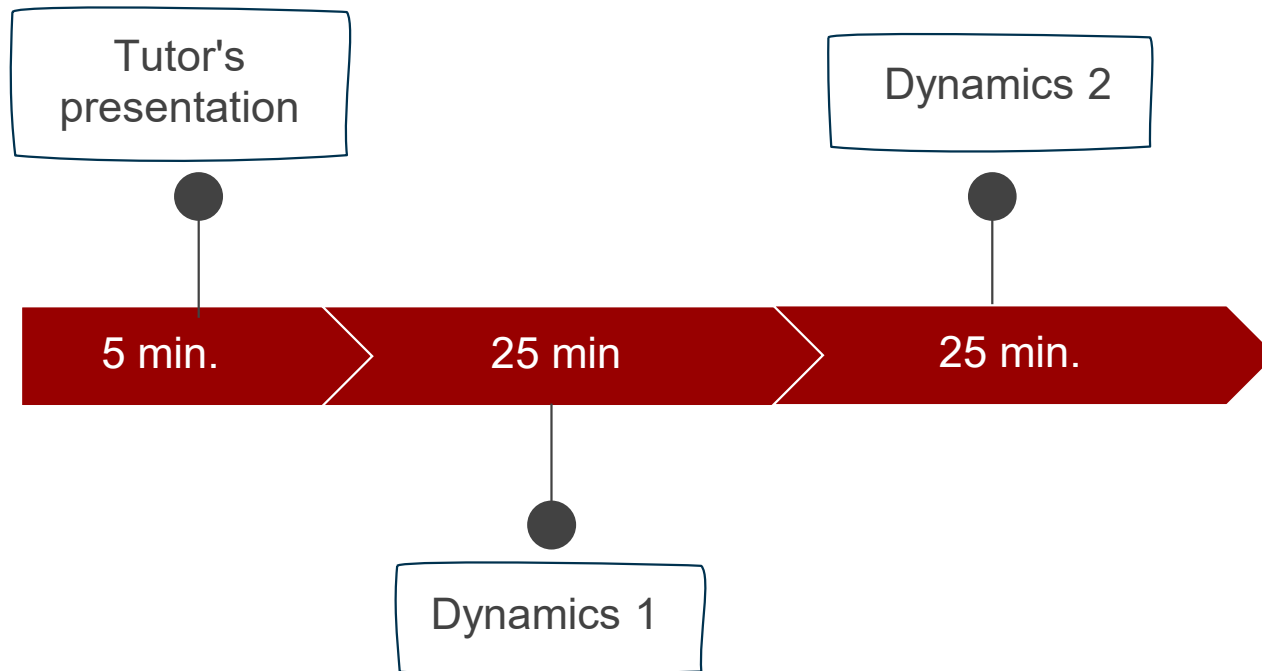
1.1. Contextualisation for teachers

1.2. Dynamics



Group cohesion

Timeframe



Group cohesion

1.1. Contextualisation for teachers

Group cohesion dynamics are ways, methods, procedures and systematised means of organising and carrying out group activities based on clearly defined objectives at a specific time.

Dynamics are used to **train people in how groups work**, in order to facilitate interpersonal communication and to address different points of view in an atmosphere based on **harmony and respect**. Dynamics are used to present topics, discuss them and to consider their content in depth. Dynamics are used to perceive reality, to study it and for planning. And we can use dynamics to study the effects of interaction on the members of a group.

Group cohesion

1.1. Contextualisation for teachers

The dynamic requires someone who knows how to manage it and guide the group using clear explanations/instructions, focused on the objectives to be achieved.

Each dynamic requires a certain amount of time, and must be adapted to the group's characteristics.

Nobody should be forced to participate.

Group cohesion

1.1. Contextualisation for teachers

The choice of the dynamics depends on the objectives. In this project, they are:

1. In-depth knowledge of the group members. Group consolidation. Building trust and creating a positive atmosphere for relationships between the group members (social-emotional balance)
2. Development of group attributes: responsibility, sincerity, teamwork, mutual relationships, standing back, mutual accountability, initiative, common sense... Establishing cooperation by conveying the value of teamwork to the members of the group.

Group cohesion

1.1. Contextualisation for teachers

3. Highlighting the potential and virtues of the group members in different areas. Establishing synergies and understanding the conditions that facilitate or prevent the group from functioning effectively.
4. Achieving greater productivity when attaining achieving the objectives set in each project.
5. Considering different points of view about something specific. All members are equal when expressing their ideas and participating. The opinions expressed must be respected and taken into consideration.

Group cohesion

1.1. Contextualisation for teachers

The type of dynamic will depend on the following group variables:

1. The number of participants. A group of 6-8 is ideal for making sure everyone plays a significant role.
2. The emotional dimension. There level of trust may be high, medium or low. When the group is made up of people from different year groups, friendship groups, schools, etc., there will be a low level of trust, either because they do not know each other or because of prior prejudices.
3. Whether or not experts are participating in the dynamics. This is decided on a case-by-case basis by the tutor.
4. The intended effects. Some dynamics are aimed at achieving social-emotional balance and satisfaction. Others are aimed at structuring, organising and performing tasks. We want both effects in this project.

Group cohesion

1.1. Contextualisation for teachers

Presentation dynamics

This is an initial approach for **learning the names and some information** about the members of the group. They are ideal when the participants do not know each other.

They are aimed at:

- Getting to know the members of a new group.
- Learning names.
- Encouraging the members to open up.

Group cohesion

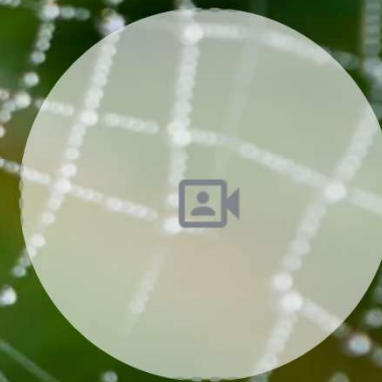
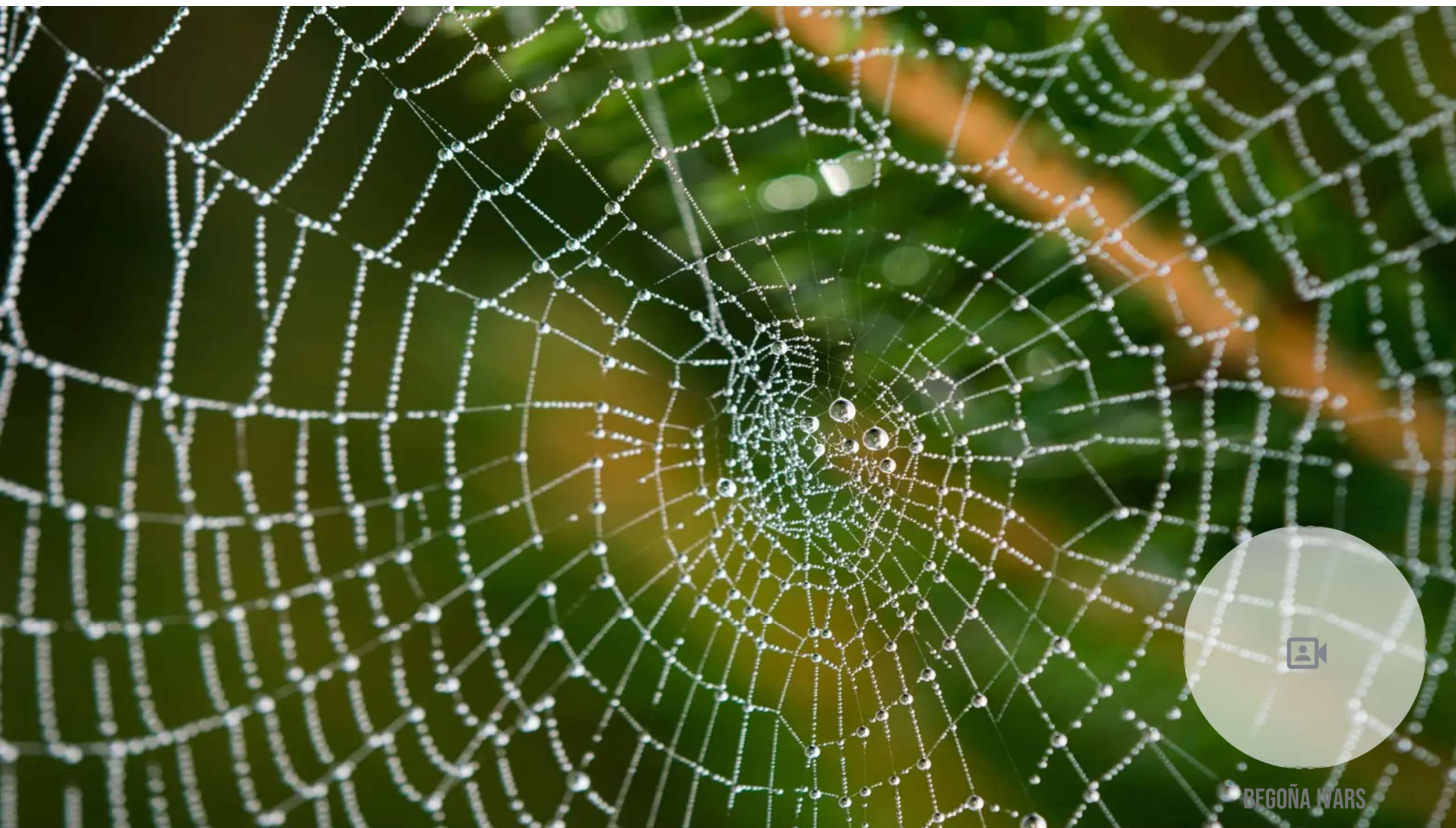
1.1. Contextualisation for teachers

Communication dynamics

The aim is to foster communication between the participants, encouraging verbal and non-verbal communication.

They are aimed at:

- Enabling the expression of ideas and conclusions.
- Examining different points of view.
- Reaching agreements.



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Group cohesion

1.2. Dynamics

Presentation dynamic: The spider's web

Material:

- A 10-metre ball of string.
- An open-plan space.

Timeframe:

- 20-25 minutes. Explanation of the rules of the game, how to play, reflection and conclusions.

Group cohesion

1.2. Dynamics

Presentation dynamic: The spider's web

Part 1. All the members of the group stand in a circle and the leader of the activity, who is also in the circle, holds a ball of string. They have 90 seconds to say what their name is, their age, and where they study. And to give some idea of their tastes, they have to say what their favourite film, game or sport is, and say why they like it. When they finish, they hold the end of the string and let go a couple of metres, and throw the ball to another person in the circle. And so on, repeatedly, until all the members have introduced themselves and are holding the string.

Group cohesion

1.2. Dynamics

Presentation dynamic: The spider's web

Part 2. Now they have to unravel the web that has formed. Starting with the last person who spoke and in reverse order, they roll up the string. To do this, they have to remember that person's name and what they like so that they can pass the bundle back to the previous one. This means the other people in the group have to say their name and what they like so that they can let go of the bundle and pass it on to the next person with the string. This is repeated until the string reaches the activity guide.

Group cohesion

1.2. Dynamics

Presentation dynamic: The spider's web

At the end, explain that they are a team and that this activity has been possible because of the whole group's active listening and cooperative work. They have broken the ice, and expressed and justified ideas to the others. Based on their preferences, we have a better understanding of each member's interests and/or potential in order to assess synergies and how they can complement each other's differences, and identify their strengths and shortcomings in soft skills.

Group cohesion

1.2. Dynamics

Communication dynamic: Paper aeroplanes

Material:

- Sheets of paper and coloured pencils or markers.
- Tables and chairs.

Timeframe:

- 20-25 minutes. Explanation of the rules of the game, how to play, reflection and conclusions.

Group cohesion

1.2. Dynamics

Communication dynamic: Paper aeroplanes

Part 1. Each participant is given a sheet of paper and colours. Each participant makes their own paper aeroplane (with different designs, with or without tails, larger or smaller fins, etc.) and paints it however they like (colours, motifs, etc.). They have 5-10 minutes. Afterwards, they have to briefly explain why they have made it and coloured it in the way they have. Each person has 60 seconds to do this. The students may or may not take functional considerations into account when designing their aeroplanes, so they will produce designs focusing on either functionality, aesthetics or nothing in particular. This information will help to understand some of the students' interests.

Group cohesion

1.2. Dynamics

Communication dynamic: Paper aeroplanes

Part 2: Based on the explanations, the best features when designing a single aircraft are selected and justified by the whole group, based on two objectives: 1) for the aircraft to fly farther (and this must be tested) and 2) for it to be camouflaged when landing in the jungle. These ideas are written on the whiteboard or on a blank sheet of paper. They have ten minutes to do this.

Group cohesion

1.2. Dynamics

Communication dynamic: Paper aeroplanes

At the end, explain that they are a team, and that this activity has been possible because of the whole group's active listening and cooperative work. They have expressed and justified ideas to the others and reached agreements. Based on their preferences, we have a better understanding of each member's interests and/or potential in order to assess synergies and how they can complement each other's differences, and identify their strengths and shortcomings in soft skills.

Group cohesion

References

MOLINA ÁLVAREZ, María Teresa (2011). Dinámicas de grupo para la cohesión de grupo. *Revista digital. Innovación y experiencias educativas*. España. Disponible en https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_40/M_TERESA_MOLINA_1.pdf



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UNIVERSITAS
Miguel Hernández
Vicerrectorado de Estudiantes
y Coordinación

Workshop on Research and the Scientific Method

Thank you

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