

Name of Lesson: 'Jig-4' (Interdependence Experiential Learning Activity)

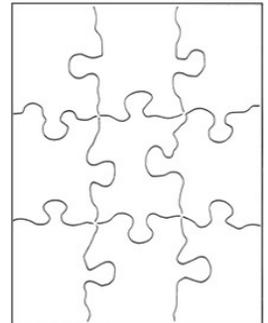
Overview & Purpose; Develop creative thinking and problem-solving skills involving cooperation, collaborative working, effective communications skills, building trust and team working. Making a connection of the importance of 'interdependence'

Experiential Learning activities have the potential for young people to make the transition towards 'Growth mindset' and be fully empowered to take ownership for their individual and collective actions or inactions.

Aim: This is a whole group activity where group members must work as a collective whole as part of the overall aim of the activity, though it may appear each small group may be working for itself.

Average time: 10 to 20 minutes per attempt, one attempt is best to allow the learning to be realised. The activity can be repeated later if necessary.

Material/Preparation: Divide the area into quarters using chalk, rope or cord at floor level. Alternatively place several tables together, sufficient for everyone to sit around and ensure the tables are close enough to exchange items.



Each small group assembles in their segment of the divided area or around a table. Ensure each area has a roughly equal share of the mixed-up jigsaw pieces.

Invite the group to divide into four smaller groups. Each group assembles in a quadrant or around the tables. Mix up four identical small jigsaws (15 to around 30 pieces) and divide the mixed jigsaw pieces amongst the four quadrants or tables.

Briefing: Before you start, state quietly, "This is a whole group activity." Then explain to the group that this activity involves reassembling a small jigsaw in their quadrant. Add without emphasis, "The task is complete when all jigsaws are complete". That's all, don't be tempted to explain further. **Take time to consider why this is important.**

Information for Teachers and Facilitators: This is unsuitable as a timed activity as this would place pressure on individual sub-groups, undermining the potential of working as a collective whole. Jig-4 activities are intended to encourage sub-group members to work as a whole, when it may appear they are working for themselves; to look beyond their task and be part of the overall objective.

Do not interfere with the learning process. For example, the groups have been told that the task is complete when all jigsaws are complete. This can often be overlooked and should not be reinforced; leave it to group members to recognize as they are part of the whole.

Differing needs: For group members with restricted mobility or wheelchair users, the activity can be undertaken at table top level. Be inclusive.

Closure: This is suitable for later in a session followed by, say word puzzles, such as Wordles in *Silver Bullets* p 102.

Additional Information: Jig-4 was created by the © Paul Lee in 2009 and named by the pupils of Lowca Community School, Cumbria.

Interdependence activities demonstrate how we are all reliant on each other.