

**MIGHTIFIER**<sup>®</sup>



# Grouping

**AND GROUPING EXERCISES**

# Grouping process

## GROUPING IS IMPORTANT, BECAUSE...

... the sense of belonging in a group is an important experience and successful classroom experiences lay the foundation for feelings of acceptance in the future.

## GROUPING PROCESS...

...it is important to start right at the beginning of a semester, but the process continues through the entire semester, because the relationships formed from interactions are constantly changing.

## TEACHER'S ROLE IN THE GROUPING PROCESS

- The teacher's task throughout the entire process of grouping is to support and nurture the development of interaction.
- A relationship of trust between the teacher and students is the basis of a good group spirit.
- With positive pedagogy, a teacher can easily show his/her appreciation equally to every member of a group and help them to appreciate one another.



# Teacher and grouping

## POSITIVE INTERACTION

- The teacher can affect the relations between members of a group by encouraging positive interaction, expression of feelings and respect for others.
- Giving positive feedback to peers helps students to compose pleasant experiences with classmates.
- The teacher sets an example by presenting the use of strengths both verbally and with gestures.

## WITH THE HELP OF MIGHTIFIER...

... grouping can be supported when every student can take his/her time to notice and verbalize positive experiences.

... sharing positive experiences improves the group spirit towards a safe and respectful classroom where students experience that they can learn to develop their strengths.



# Lesson: Holiday experiences

**GOAL:** Grouping after a holiday & recognizing strengths

**DURATION:** One lesson

1. Students write their holiday experiences through strengths in the "My summer break 2018" handouts.
2. Teacher divides students into pairs who dare to share their experiences with each other:
  - ★ Student 1 shares at least one of their summer experiences to their partner.
  - ★ Student 2 can make notes and ask more questions.
  - ★ Student 1 shares which strength they used in that experience.
  - ★ Students discuss the use of strengths in that situation. It's good to make notes!
  - ★ Students change turns and start discussing about the summer of student 2.
3. Introduction to the whole group:
  - ★ Each student introduces their pair to the whole group through the strength they used in their summer experience.
  - ★ Students include also the summer experience in the introduction.
  - ★ E.g. "This is Brave Rita who jumped to the pool from the 10 feet jump tower" or "This is persistent Mike who completed a 1000 piece puzzle"

