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ORIGINAL

COOPERATIVE METHODOLOGIES FOR THE DECREASE DISRUPTIVE ATTITUDES IN PHYSICAL EDUCATION

METODOLOGÍA COOPERATIVA DISMINUYE LAS ACTITUDES DISRUPTIVAS EN EDUCACIÓN FÍSICA

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ABSTRACT

Disruptive attitudes are frequently an important issue to be managed for teachers during their classes. In the study, we will try to analyse the possibilities offered by cooperative learning as a pedagogical model for the decrease in these disruptive attitudes. We used the validated Spanish version of the questionnaire of the original short version of the Physical Education Classroom Instrument for the evaluation of disruptive behaviour in high school students.

It was taken a sample of 114 subjects studying 1st, 2nd, 3rd or 4th grade. The study consisted on performing two sessions of cooperative challenges in a PE class with an experimental group (COOP); and with the other group (CONTROL) the classes were performed as usually. After the performance of these sessions, we found statistically significant improvement of the COOP group regarding several variables such as aggression, disobedience, irresponsibility and disruption of the classroom environment, encouraging the interpersonal relations of the COOP group, unlike the CONTROL group in which no improvement were found.

KEYWORDS: Disruptive behaviour, new methodologies, school, cohabitation, cooperation, teamwork, good attitudes, bullying.

RESUMEN

Las actitudes disruptivas suponen un gran problema para el profesorado en el transcurso de sus clases. Por ello, la finalidad del estudio es conocer y analizar las posibilidades que ofrece la metodología cooperativa como modelo pedagógico en la mejora de dichas actitudes. Se ha utilizado el cuestionario en su versión española validada de la versión corta original del *Physical Education Classroom Instrument* para la evaluación de conductas disruptivas en alumnado de secundaria. Se ha tomado una muestra de 114 sujetos de primer y segundo ciclo de ESO. Se realizaron dos sesiones de retos cooperativos en EF con un grupo (COOP); y con el otro grupo (CONTROL) se siguió la clase con normalidad. Tras la intervención, a diferencia del grupo control, se observan mejoras estadísticamente significativas en diversas variables tales como agresividad, desobediencia, irresponsabilidad y perturbación del ambiente de clase, favoreciendo así las relaciones interpersonales del grupo, tan sólo del grupo COOP.

PALABRAS CLAVE: Conductas disruptivas, nuevas metodologías, convivencia escolar, cooperación, trabajo en equipo, buenas actitudes, bullying.

INTRODUCTION

An aspect that schools are worried about is the quality of cohabitation (Latorre & Romero, 2014). This quality of cohabitation is constantly present in conversations, discussions, specialized press, and it turns out to be a crucial problem that currently suffers the educative system (Uruñuela Nájera, 2007).

Conflicts are inherent in the nature of human relationships and they can arise in any cohabitation process, especially in the educative community. Thus, it is necessary to learn how to approach them and it must be a commitment from the educational area in order to minimize the negative aspects of conflicts and to promote the socio-cognitive development of students (Buchs, Butera, Mugny, & Darnon, 2004; Frydenberg, 2004; Pérez Fuentes et al., 2011). It is important to positively confront them at the very first moment they arise as if it was a

challenge to the students (Frydenberg, 2004; Pérez de Guzmán, Amador, & Vargas, 2011).

It could be thought that the facts which affect the cohabitation more often are those especially known by its toughness and cruelty. Nevertheless, behaviors such as talking in classroom, apathy with teachers or ongoing disruptions are a significant part of the principal problem that teachers find. These attitudes of the students are known as disruptive behaviors, defined as *all the conflicts or disciplinary offences against a correct development of cohabitation in the educational environment* (Uruñuela Nájera, 2007). These behaviors hinder the study environment and the quality of the lesson as well as they produce psychological instability of teachers, reducing their motivation and illusion in their job.

The current literature points out that these disruptive behaviors are mild to moderate, but they appear very often. Furthermore, there seems to be no agreement on the recognition of these behaviors between the teacher and the students. In fact, each teacher identifies them in different ways, which is a problem in order to sort them and thus providing solutions to the school collective (Esteban, Fernández Bustos, Díaz Suárez, & Contreras Jordán, 2012). Thereby, each teacher has heterogeneous views of the conduct considered unsuitable and a different capacity to tolerate them (Siedentop, 1998).

Some studies (Cothran & Ennis, 1997; Cothran & Kulinna, 2007; Supaporn, Dodds, & Griffin, 2003) observe this level of discrepancy between students and teachers. These authors report significant differences in identifying behaviors and strategies that both teachers and students use for the control of them. It seems that teachers pay attention to certain behaviors that disturb the class atmosphere, which are not recognized by the students on most occasions. In other cases, disruptive behaviors take place when teachers are not present, so the undesirable behavior is covered up to the teacher. The male gender is usually more active in the use of these behaviors (Hastie & Siedentop, 1999). Pieron (1999) establishes four types of disruptive behavior: in relation to the task, to the teacher, to the partners and to the events. Other classifications tend to criteria of gravity (Kulinna, Cothran, & Recualos, 2003) or the degree of disturbance they cause in class (Goyette, Doré, & Dion, 2000). Some studies are focused on the perception of teachers (Kulinna, Cothran, & Recualos, 2006) and they establish which behaviors are appreciated as conflicts by the teachers classifying them according to their gravity and type of conduct. All the conducts abovementioned show differences with each other. However, they all have in common that they make it difficult to coexist and that they refuse the educational task of teaching-learning process developed by learning centres (Esteban et al., 2012), the double intent of educational centers. This cohesion is cardinal for the right adolescent development (Najera, 2007).

According to the above, Uruñuela (2007) divides these conducts into two dimensions within the educational system. The first dimension refers to the *learning center*, highlighting those conducts that undermine the teaching

process itself within the classroom; the second refers to the *cohabitation center* which are related to those conducts that undermines the coexistence of the community of the educational context. On one hand, regarding the group of conducts referred to the learning centre, the first type of disruptive conduct is *lack of performance*. They refer to attitudes of passivity, lack of interest and apathy that are often shown by students, such as when they do not bring the necessary material for working in class, they do not do their homework, or they are in the halls and/or in unauthorized sites during school hours. The second type of conduct is called *class disturbance*, it can be presented in many ways and is one of the conducts that teachers are more concerned about. It is related to behaviors such as speaking during explanations, moving freely around the classroom or gym, boycotting the authority of the teacher or impeding the normal development of the class. Finally, the third category of conduct refers to *absenteeism* and it covers from small reiterated delays to continued absence. On the other hand, the group of conducts referred to the cohabitation center can be explained by three conducts, i.e. lack of respect, fight for power and violence. This group of conducts has a very wide range, and some of those behaviors can be classified as two of the conducts at the same time. For example, a behavior that can be considered as a lack of respect would be the laughter and jokes during the execution of a motor skill activity of a classmate. Some behaviors that can be considered as a fight for power would be the student's confrontation with the teacher, their challenge to the instructions done during lessons and their default of the sanctions levied by the teacher. The third category is violence, which can be expressed towards the material, the other students or the teacher, both verbally and physically expressed.

One of the most significant causes in determining what is the reason that makes the young people to have a disruptive behavior is their family environment. The way, the affection and the time spent on the care of the kid is essential to the behavior of each individual, that is why the disruptive attitude is not an exception (Cetina, 2011; Navarrete, Lucía & Ossa, 2013). Other situations such as divorces or other relationship problems of the parents can increase the unwanted behavior. However, the teacher can have an impact on that behavior and an influence over the way in which the students interact with each other, so that a good teaching climate can contribute to the acquisition of prosocial skills (Sánchez, 2012).

From its special ability to interact, Physical Education (hereinafter, PE) makes it possible to significantly influence over the behavior of the students. Empathy can be generated and, therefore, a climate of mutual respect and assistance. Also, the physical-sport context with its playful character is the appropriate stage to the performance of the learning process (Esteban et al., 2012; Monzonís & Capllonch, 2014).

Disruptive behaviors have been regularly controlled by the use of an authoritarian educational model. However, it is currently being conducted other options more accepted by experts, such as more freedom models and functional models where students learn the usefulness and the need of acting properly instead of being obliged to do so with no argument (Prat Grau & Soler Prat, 2002).

PE lessons are not indifferent to these problems. In fact, these problems appear in PE lessons as usual as in the subjects delivered in the classroom (White & Bailey, 1990). In the same way, these conducts hinder the organization and performance of the PE lessons (Fernandez-Balboa, 1990), generating frustration between teachers and students (Fejgin, Talmor, & Erlich, 2005).

Some authors (Brown, 1990; Grineski, 1996; Omeñaca & Ruiz, 1999) refer to the cooperative game as an activity that allows students to release from the negative aspects, mainly related to competition, exclusion, inflexible rules and aggressions. It seems that these cooperative games promote inclusion, freedom of choice, fellowship, acceptance of differences, conflict resolution and, ultimately, they contribute to the dissipation of disruptive behaviors.

The cooperative physical activity has a greater capacity to reduce aggressiveness and disruptive behaviors than competitive activities. Bay-Hinitz, Peterson, & Quilitch (1994) demonstrated that, following a schedule of cooperative games, students had an increase in cooperation behaviors and a significant decrease in aggressive behaviors. These results were contrary to those who conducted a competitive-game program. In turn, Finlinson (1997) observed during a similar study that the pro-social behaviors increased following the implementation of a cooperative-game program.

The cooperative games are defined as *those games where players interact with each other, enhancing a mutual help climate, in order to achieve common goals* (Garaigordobil Landazabal, 2004). Thus, the implementation of cooperative games is an important resource for the educator in achieving an emotional maturation of students, being useful their education both in formal education and leisure and free time activities.

AIM

For these and other reasons, this study is being considered in order to observe the effect of the cooperative methodologies in PE on some variables related to the appearance of disruptive behaviors. As a secondary aim, it is the intention to observe if the emergence of disruptive behaviors is influenced by gender disparities.

MATERIAL AND METHODS

This is a quasi-experimental, double-blind study, which was cluster and non-probabilistic sample.

SAMPLE

The study took place in two secondary school public centres in the province of Alicante (Spain) catalogued as special difficulties centres. Initially 184 students belonging to 3rd and 4th Grade took part in the study; about 80 subjects were not accepted due to the exclusion criteria. These exclusion criteria were: (1) not to

answer the coding data or any particular item, (2) not to carry out one of the two tests and (3) absenteeism. The characteristics of the sample are reflected on Table 1 below.

All participants were informed of their participation in the study, as well as the educational centre itself. The centres gave their approval to anonymously publish the data of the student after signing a confidentiality agreement with the persons in charge of the present study. Once the authorization was obtained from the centre, the sample was divided in two groups: (i) one group in which the cooperative methodology was used (Coop) and (ii) another group that continued with the usual development of the lessons (Control).

Table 1. Characteristics of sampling (participants' gender and excluded participants)

	Grade	Initial Sample	W	M	Excluded	Total
CONTROL	3rd	44	13	16	15	29
	4th	49	9	11	29	20
COOP	3rd	29	19	12	8	31
	4th	62	16	18	28	34
	Total	184	57	57	80	104

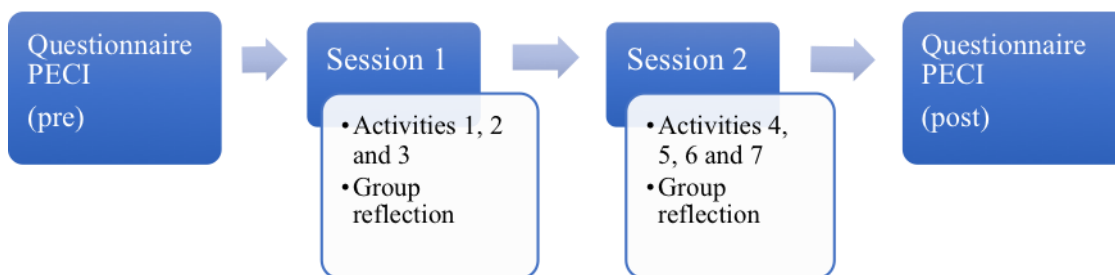
PROCEDURE

The intervention in the experimental group was conducted through two sessions that belong to a lesson plan of cooperative challenges. The control group conducted the PE classes as usual, implementing a lesson plan of popular games through traditional teaching styles (direct command and assignment of tasks) and also making the disruptive conduct questionnaire in the classroom. Learning activities conducted during the meetings in the cooperative group were:

- *Passing through the horizontal hoop:* The purpose is that all the students must pass a hoop from above to bottom without touching it with any part of the body.
- *Impossible ball:* Students must move a giant ball, without touching the ground between the starting and the arrival point. Additionally, all members of the group must touch the ball with a different part of the body.
- *Ball is going away:* A ball must be moved using strikes through a certain tour. Every member of the team will only have one shot.
- *Spin-up:* Students have to turn a mat upside down, with all the members of the group up on and without touching the ground.

- *Peace*: The group must compose the word peace with little mats. The whole group must be stepping on the little mats and no one can touch the ground at any moment.
- *Remove the ham from the sandwich*: Three mats must be placed one above the other without excelling and then the whole team have to get on the top of them. The target is to remove the mat that is amidst the other two without touching the ground.
- *Traveller centipede*: Students have to carry out a proposed circuit while they are all joined using the grip they have chosen.

The sessions were scheduled so that participants had to successfully resolve 7 challenges, in groups ranging from 5 to 7 components (Velázquez Callado, 2004). Finally, at the conclusion of the session, the teacher along with the students thought about them, providing personal views on behavior during the pursuit of the challenges (Gil Espinosa, Chillón Garzón, & Delgado Noguera, 2016). The scheme of the procedure can be observed below.



Picture 2. Scheme of the study procedure.

MATERIAL

On one side, a questionnaire was used to assess the disruptive conducts of the group. This questionnaire is a validated version of the original short version of the Physical Education Classroom Instrument for the measurement of disruptive behaviors in secondary students (Granero-Gallegos & Baena-Extremera, 2016). This questionnaire consists of the evaluation of 5 variables related to disruptive behaviors: (1) aggressiveness, (2) irresponsibility and a low level of commitment, (3) disobedience to the rules, (4) disturbance of the class environmental disturbance and (5) a low level of self-control; the evaluation is done through a Likert scale from 1 to 5. The participants had to sincerely answer about themselves.

On the other side, a lesson entitled *cooperative challenges* was applied. In this lesson, the definition of cooperative challenge was explained to the students, understood as a cognitive and motor challenge with different solutions and a common goal of the group (5 - 7 students). The more challenges are met by the group, the better rating it will get, but always respecting the rules and the fair-play and following the slogan "stop, think and act". Students were informed about the evaluation criteria followed by the teacher. Also, a number of roles were defined within the group as described in Table 2 below.

Table 2. Roles established for students in the cooperative group

ROLE	DESCRIPTION
Secretary	To read the challenges and remember the rules.
Entertainer 1, 2 and 3	To make the activity more dynamic and encourage the group every moment to meet the challenges.
Moderator	To organize the speaking time when the ideas to resolve the challenge are proposed.
Time	To control the time available for each challenge and warn the group periodically.
Order	To provide and collect the material. To organize the group and supervise that the whole group participates in the realization of the challenge.

Finally, a discussion group was held on practice, where each student contributed with their opinion according to the role they had during the session. An anecdote registration was used for data collection. In this discussion group, it was raised the usefulness of cooperative methodologies as a tool to reduce the incidence of undesirable behaviors during the session. This register was subsequently analysed through a codification process and following the qualitative analysis methodology.

STATISTICAL ANALYSIS

The data were subjected to a statistical analysis of non-parametric samples, specifically the Wilcoxon and the U Mann-Whitney test. The statistical program SPSS for MAC (IBM® SPSS® Statistics Version 24.0.0.0) was used for the statistics.

RESULTS

Firstly, it is exposed the statistical results obtained with the Wilcoxon test in three separated paragraphs in order to facilitate their understanding and interpretation: (1) differences between groups, (2) differences between groups and levels and (3) differences between groups and genders.

(1) CONTROL VS COOP

Table 3 shows the differences between pretest and posttest for study groups (Control vs Coop). Significant differences ($p < 0.001$) are observed for the experimental group in all dependent variables except for *low level of self-control*, i.e. the group that worked on cooperative activities and challenges improved its trend towards disruptive behaviors.

Table 3. Results obtained from the application of the Wilcoxon test (pretest vs posttest) in the Spanish version of the Physical Education Classroom Instrument questionnaire (average \pm SD)

	Control			Coop		
	Pre	post	Z	Pre	post	Z
Aggressiveness	1,56 \pm 0,52	1,48 \pm 0,49	-1,173	1,44 \pm 0,54	1,19 \pm 0,54	-3,742**
Irresponsibility	1,97 \pm 0,76	1,87 \pm 0,72	-0,563	1,83 \pm 0,63	1,43 \pm 0,50	-4,846**
Disobedience	1,52 \pm 0,54	1,48 \pm 0,52	-0,520	1,57 \pm 0,74	1,34 \pm 0,53	-3,525**
Disturbance	1,55 \pm 0,58	1,65 \pm 1,27	-0,223	1,34 \pm 0,43	1,20 \pm 0,35	-3,369**
Low level of self-control	1,43 \pm 0,57	1,33 \pm 0,45	-1,414	1,24 \pm 0,40	1,18 \pm 0,43	-1,478

* $p < 0,05$ ** $p < 0,01$

(2) GROUP*LEVEL

If the same data are observed considering the level (3rd or 4th Grade), it can be observed that, again, the cooperative group obtains statistically significant differences in all variables and levels, except from a tendency to significance for the aggressiveness and low level of self-control variables in 3rd Grade ($p=0.58$ and 0.65 respectively).

Table 4. Results obtained from the Wilcoxon test (Group*level)

	Grade	Control		Coop	
		Z	Sig.	Z	Sig.
Aggressiveness	3rd	-0,206 ^b	,837	-1,894 ^b	,058
	4th	-0,949 ^b	,343	-3,571 ^b	,000
Irresponsibility	3rd	-0,180 ^b	,857	-3,216 ^b	,001
	4th	-0,637 ^b	,524	-3,694 ^b	,000
Disobedience	3rd	-1,101 ^c	,271	-2,094 ^b	,036
	4th	-1,785 ^b	,074	-3,018 ^b	,003
Disturbance	3rd	-,0960 ^c	,337	-2,165 ^b	,030
	4th	-1,701 ^b	,089	-2,944 ^b	,003
Low level of self-control	3rd	-1,079 ^b	,281	-0,458 ^b	,647
	4th	-0,848 ^b	,396	-2,308 ^b	,021

- a. Test with Wilcoxon sign.
- b. Based on positive ranges.
- c. Based on negative ranges.

(3) GROUP*GENDER

As it can be seen in table 5, all the evaluated variables regardless of gender are statistically significant, except from the *disturbance* in the male gender ($p=0.123$) and *low level of self-control* in both genders.

Table 5. Results obtained from the Wilcoxon test (Group * gender)

		Control		Coop	
		Z	Sig.	Z	Sig.
Aggressiveness	Male	-0,726 ^b	,468	-2,032 ^b	,042
	Female	-1,006 ^b	,314	-3,402 ^b	,001
Irresponsibility	Male	-0,489 ^b	,625	-2,562 ^b	,010
	Female	-0,246 ^b	,806	-4,179 ^b	,000
Disobedience	Male	-0,506 ^b	,613	-2,225 ^b	,026
	Female	-0,262 ^b	,794	-2,856 ^b	,004
Disturbance	Male	-1,071 ^b	,284	-1,543 ^b	,123
	Female	-0,731 ^c	,465	-2,992 ^b	,003
Low level of self-control	Male	-1,798 ^b	,072	-0,922 ^b	,357
	Female	-0,362 ^c	,717	-1,259 ^b	,208

a. Test with Wilcoxon sign.

b. Based on positive ranks.

c. Based on negative ranks

Finally, there were neither initial nor final significant differences in the evaluated gender variables except from *low level of self-control* at the start of the study, which is worse in male gender (see Table 6).

Table 6. Results obtained from the U Mann-Whitney test (grouping variable = gender)

	Pre		Post	
	Z	Sig.	Z	Sig.
Aggressiveness	-0,791	,429	-1,299	,194
Irresponsibility	-0,430	,667	-0,647	,517
Disobedience	-0,324	,746	-0,206	,837
Disturbance	-1,321	,186	-0,441	,659
Low level of self-control	-3,039	,002	-1,251	,211

Secondly, there were no statistically significant differences in the scores obtained by the different groups in each of the seven challenges, not even between levels (3rd vs 4th Grade).

Finally, it is highlighted some relevant qualitative-nature reflections drawn from comments and statements made by the students in the group discussion at the end of each session, collected in an anecdote register.

Table 7. Results of the qualitative analysis of the anecdote register

Perception of the students on the session of cooperative challenges and its effectiveness as a teaching methodology for reducing disruptive behaviors

	FA	%FA	Example
More effective and fun	7	58.33	We liked it because there were no serious fights between us and the opinion of everyone were considered (Moderator 4, 3 rd Grade)
More effective but less fun	1	8.33	For me, it is more fun when I play football because it depends only on me. (Moderator 9, 4 th Grade)
Similar to other sessions	2	16.66	We have not observed differences with other classes (Moderator 11, 4 th Grade)
Less effective but fun	1	8.33	There have been fun games, but in my group they fought more with each other to obtain the points. (Moderator 1, 3 rd Grade)
Less effective and less fun	0	0	-

DISCUSSION

According to some authors (Sánchez, 2012), the results of this study highlight the importance of the figure of the teacher in the improvement of usual negative attitudes of the students, through the planning of specific activities such as the cooperative challenges (Velázquez Callado, 2004). These proposals or group challenges are inherently capable of improving student disruptive attitudes in 4 of 5 different variables (aggressiveness, irresponsibility, disobedience and disturbance of the class atmosphere) in a very statistically significant way, according to the results observed by Bay-Hinitz et al., (1994) and Finlinson (1997). In addition, the discussion group notes that the majority perception of the student considers this type of sessions more effective and enjoyable.

PE in secondary school has, therefore, an important role in regulating and modifying disruptive attitudes (Esteban et al., 2012; Monzonís & Capllonch, 2014). As experts in the field point out (Cothran & Ennis, 1997; Cothran & Kulinna, 2007; Supaporn et al., 2003), students are usually not aware of the problems that this type of behaviors can cause to the classroom. This requires a correct implementation of programs focused on reducing behaviors that may be harmful to the cohabitation of the center, such as cooperative activities and games with a final discussion, where students can become aware of the real problem generated by these repetitive and incessant behaviors (Uruñuela Nájera, 2007). In this sense, in the discussion group students had the opportunity to think about the conflicts that usually arise in the development of PE classes and how this cooperative methodology is effective and necessary to reduce the incidence of disruptive behaviors, as well as the self-awareness of individual responsibility for collective cohabitation.

The use of cooperative activities and methodologies or the use of strategies to achieve a positive climate of respect in the classrooms should be carried out on a daily basis throughout the school year (Velázquez Callado, 2004), including them transversally in non-specific lessons.

It is clear that the results obtained in this study are very relevant to the PE subject in secondary school and to the educational centre in general, given that the didactic intervention were done just with two meetings and two levels, but strongly conflictive ones. It is possible that, a more intense and prolonged extension (Gallego, 2012; Velázquez Callado, 2004) of games or cooperative challenges can even significantly improve the variable that has remained unchanged, the low level of self-control. Nevertheless, in order to do this statement, more of this type of studies are needed to be done.

According to some authors (Hastie & Siedentop, 1999), men demonstrate to be more conflictive within school time. However, the last part of the results of our study does not support this statement except from in the case of the variable low level of self-control ($p=0.002$). Only in the variable *environment disturbance*, it could be noted that boys do not significantly improve after the intervention, but a gender-assigned difference cannot be affirmed.

For future research lines, it is necessary to contrast with similar interventions the data obtained in this study and, furthermore, to conduct an intervention with authoritarian education style and using detentions, comparing the effectiveness and efficiency of the cooperative games with the different types of teaching style, and the perception of students of the use of these styles.

CONCLUSION

Disruptive behaviors represent one of the main problems in the integrity of the educational centre as a place of cohabitation and for the optimal development of classes. Therefore, these behaviors can be reduced when using the following premises:

- The implementation of a cooperative challenges program in the PE lessons, of at least two days of intervention, can lead to positive changes (the appearance of prosocial behaviors, the decreased of interpersonal conflicts, etc.) in the short term in the 1st, 2nd, 3rd and 4th Grade.
- The implementation of this educational strategy is effective for both male and female students and it improves cooperative learning between the students.
- Most of the students perceive the usefulness of this methodology to reduce the impact of conflicts, as well as to appreciate these sessions as funnier and motivating.

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Número de citas totales / Total references: 34 (100%)

Número de citas propias de la revista / Journal's own references: 1 (3%)

ANNEX I. Assessment of the student in "cooperative challenges" lesson

	<i>Description / tool</i>	<i>Type</i>	<i>Value</i>
Assessment of the result	Number of overcome challenges. Points and levels system (see table below)	Group	30%
Assessment of the procedure	Participation and attitude in each of the challenges and respect for the rules (see attached rubric)	Group	30%
Self-assessment	Each student thinks about its performance in the unit and it is discussed at the end of the session.	Individual-Group	20%
Invent a challenge	To create a cooperative challenge in groups of 5 and to implement it.	Group	20%

Points system for assessment			
CHALLENGE	ORGANIZATION	AWARD	LEVEL
1. Passing through the horizontal hoop	GROUP	100 points	100 points BEGINNER
2. Impossible ball	GROUP	100 points	
3. Ball is going away	GROUP	100 points	300 points INTERMEDIATE
4. Spin-up	GROUP	100 points	
5. Peace	GROUP	100 points	500 points ADVANCED
6. Remove the ham from the sandwich	GROUP	100 points	
7. Traveller centipede	GROUP	100 points	700 points EXPERT

ASSESSMENT RUBRIC				
<i>Criteria</i>	Expert	Advanced	Trainee	Inadequate
The group is independently facing the challenges and they turn out to be effective and accountable.	They are facing the task in a total independent way. Great organization! No waste of time.	They face the task in a quite independent way. Good organization! Few losses of time.	They face the task sufficiently. They have trouble organizing themselves! But they do. There are some losses of time.	They are not able to organize themselves without the help of the teacher. They don't care about the challenge! There are lots of losses of time.
The members of the group support each other and demonstrate empathy	All members help each other. Great Energy! They are able to recognise and adapt their behavior to the difficulties of others.	Most members help each other. There is energy! They are able to recognise and adapt their behavior to the difficulties of others.	Some members help each other. Little energy! They are able to recognise and adapt their behavior, with the help of the teacher, to the difficulties of others.	Few members help others. They are not able to recognise and adapt their behavior to the difficulties of others. They are looking for guilty or troubles.
The group uses dialogue to solve the challenges.	They always reach an agreement and/or participate in the entire class.	They almost always reach an agreement and/or participate during a large part of the class.	Sometimes they reach an agreement and/or they always take part (just some of them).	They rarely reach an agreement. They argue and they get upset with each other.
The group solves its conflicts with sportsmanship.	Always They are exemplary!	Most of the times.	Sometimes they do not know how to lose. It is hard for them to accept the defeat.	Rarely. They complain and/or try to cheat.

INVENTING CHALLENGES	
Components:	
Material:	
Description:	
Rules:	

"Remember to check whether your challenge is cooperative using the 3 golden rules"