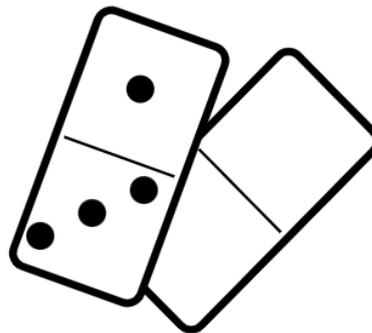


THE DOMINO OF STRENGTHS



MAIN FEATURES

Strengthened skills (TASC Cluster)	LEADERSHIP, AIMS
Suitable for	Teachers, Students
Difficulty level	Low
Individual setting	No
Group setup	Yes
Minimum number of participants	4 or more
Average duration	90 minutes
Special Equipment	Yes
Online version	No



1. DESCRIPTION

The activity is inspired by the work of Switek (2011).

In groups of 4, participants play dominoes while answering questions about their successes within the school and/or class context.

The activity can be proposed to both teachers and students.

2. OBJECTIVE / BENEFITS

The activity aims to help participants notice their strengths and reflect on how to use them consciously to contribute to the improvement of the climate in the classroom.

3. Related SKILLS CLUSTERS

No. 2 - LEADING, which in this case refers to the idea that by noticing their strengths, teachers and students can have insights on how to effectively impact others with their actions. In this sense, they can take a leadership role, express their skills and abilities, and positively influence the class with their ideas and attitudes. For these reasons, the LEADERSHIP skills developed through this activity are **Collaborative Leadership** and **Leading while staying one step behind**.

No. 3 - Setting goals, which in this case refers to the idea of developing a vision of how a person's attitude can positively impact the life of the class. By noting their strengths, teachers and students can gain insight into how to define practical goals that can be achieved by these strengths and reflect on how to apply them more consistently and frequently in the future. For these reasons, the competencies formed by this activity are **Goal-oriented** approach and **Future-oriented** approach.

4. HOW TO DO THE EXERCISE

Step 1 / Preparation:

Divide participants into subgroups of 4 people.

Each group has a domino set (28 pieces). Each number on the domino piece refers to a specific question in the following list:

1. *Tell us about an episode where you showed your strong will in the context of the class.*
2. *Tell us about an episode when you checked yourself in a difficult situation at school.*
3. *Tell us about an incident where you kept your word with your colleague/teacher.*
4. *Tell us about an incident where you managed or addressed your weakness in the classroom context.*

5. *Tell us about an episode where you were able to overcome your fears/worries while you were at school.*
6. *Tell us about an episode when you did something good for yourself while you were at school.*
7. *Tell us about an incident when you did something good for someone else while at school.*
8. *Tell us about an episode where you had fun/had fun in class.*
9. *Tell us about an episode when you were happy with yourself in class.*
10. *Tell us about an incident when you were enthusiastic about something small that happened during a lesson.*
11. *Tell us about an episode when you were happy with someone else/shared your happiness with someone else in the class.*
12. *Tell us about an episode when you tried to do something / try to do or get something in class.*
13. *Tell us about an episode in which you found at least a small meaning of being in the context of the class.*
14. *Tell us about an incident where you could take a risk while at school.*
15. *Tell us about an episode when you could resist temptation while in class.*
16. *Tell us about an episode where you chose something good while in class.*
17. *Tell us about an episode where you chose to be honest with yourself in a difficult situation you experienced at school.*
18. *Tell us about an incident in which you chose to be honest with others in class.*
19. *Tell us about an episode in which you helped some of your colleagues at school.*
20. *Tell us about an incident when you "got up" / recovered after an accident at school.*
21. *Tell us about an episode when you were able to fight for something while you were in class.*
22. *Tell us about an incident where you did something unexpected while in class.*
23. *Tell us about an episode when you were able to make a major change in your thinking while you were at school.*
24. *Tell us about an incident when you were friends with someone in class.*
25. *Tell us about an episode when you returned to something important while you were in class.*
26. *Tell us about an incident when you could do something important in the class context.*
27. *Tell us about an episode where you showed humility/humility in the class context.*
28. *Tell us about an episode when you were able to get involved in something important in the context of the class.*

Each subgroup receives a printed copy of these questions.

Step 2 / Play dominoes

All subgroups start playing dominoes by following these rules:

- Each person chooses four dominoes.
- The numbers on each domain refer to either a question number in the list.
- Follow the standard domino rules.
- When you put down dominoes, you must complete the task indicated in the list.
- If you can't (or don't want to) answer, lose your turn and swap dominoes for a new one.
- If you don't have the right number of points to put down your dominoes, take an additional one from the pile.
- When one person answers, the rest of the team can ask additional questions.
- During the conversation, you can make (and write) compliments based on the answer to a particular question.

An average domino game lasts about 15 minutes. Considering these rules, we estimate that each game can last about 30 to 45 minutes.

Step 3 / Connect the dots

At the end of the domino game, each person is invited to answer the following questions:

- *What did you learn about yourself while playing this game?*
- *What personal strengths didn't you pay so much attention to this game helped you rediscover?*
- *How could you apply the strengths you've learned/rediscovered in doing your part in improving the classroom climate?*

Invite participants to write down their answers so they can read them whenever they want.

Final step / Share insights about the experience

In the plenary, ask participants to share ideas and reflections that emerged during the game.

5. CLOSING

This stage is a group discussion about the activity.

The goal is to help participants reflect on the usefulness of this activity.

To lead the conversation, here are some examples of questions you might ask:

- *Imagine that this experience has changed the way you approach your classroom. How would you define this change?*
- *What would happen if I decided to play this game/repeat this game in class?*

You can invite participants to share their answers to questions with the group or invite them to write answers and reflect for themselves after the group session ends.



Teachers and students improve school climate together



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6. SPECIAL MATERIALS

- Pens and sheets of paper.
- Different sets of dominoes (as many as the subgroups created).

7. TIPS AND TRICKS

Nobody

8. ON-LINE VERSION

This activity cannot be done online.

9. Bibliography - Sitography

Switek T. (2011). "Dominoes focused on the solution". In T.S. Nelson (ed.), *Doing Something Different. Therapy practices*



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