



CHALLENGES AND BETS

Age group	Primary School, Grades 6 – 9; Secondary School, Grades 1 – 4	
Competency features	Personality make-up 	Ability to accept risk 
Aims	<ul style="list-style-type: none"> ▪ to revise, possibly to learn something new ▪ to enliven the class ▪ to learn to handle information ▪ to motivate towards self-improvement, boosting self-esteem ▪ to seek suitable methods of learning 	
Timing	ca 45 minutes	
Location	indoors or outdoors	
Resources & materials	poster with bets; chart with student names; paper and pens for competitors; tools and materials as specified	
Description		
<ol style="list-style-type: none"> 1) Teacher should choose the required output – topic of learning. 2) Teacher splits students into groups, or leaves them to act on their own. 3) Teacher makes sure the list of challenges is prominently displayed; the items are of varying difficulty. 4) Each group and/or individual assess the challenge by placing a bet to it, based on how much he believes he will succeed. The minimum bet is 10 points; maximum, 100. Every challenge must be assessed and betted on. 5) If the challenge is met, the group and/or individual get the number of points they have wagered. In case of failure, the same amount is deducted. Everyone starts with from scratch. 6) Once all the challenges are disposed of, points are counted and winners announced. Teacher lets the winner speak out first – what they did and how, what paid off, what helped them to succeed. 7) Teacher arranges for a short feedback. 		
Risks and recommendations	It is suggested to group the students congenially, while	

	<p>preventing a superior group to form. This ensures the competition remains interesting throughout.</p> <p>The risk lies in the necessity to tackle certain tasks in turns. Those watching only may copy the right ways and/or learn from the mistakes of others. That is why the order of groups should alternate.</p>
Feedback	<p>Both groups and individuals often underestimate their abilities. Feedback ought to point this out and spur the students onto greater self-confidence.</p> <p><u>Questions for discussion:</u></p> <p>How did you assign your points? Did you fly close to the ground, or did you overestimate your abilities? Do you know about this issue based on previous experience? What strategy paid off? Present your strategy for handling each challenge. Can we draw any conclusions from this exercise?</p>
Application in classes	<p>This activity is suitable for any subject.</p> <p><u>Examples for communication class (language):</u> to learn a poem; to solve a language quiz within set time limit; to rank writers as per their date of birth; to sing a song related to the language (e.g., “Those who are God’s warriors” in Czech class); to deliver a tongue twister; to break a code, solve a puzzle, crosswords, etc.</p> <p><u>Examples for math class:</u> to solve complex problems; to use the right mathematical definition in geometry; to assign the correct result to a math task; to look up a particular paradigm in the tables; to put in words a mathematical function, etc.</p> <p><u>Examples for physics class:</u> to perform a simple experiment; to resolve a task mathematically; to assign the right names to various units; to assign the right paradigm to a given function, etc.</p> <p><u>Examples for foreign languages:</u> to learn ten new words within a set time limit; to write a short story; to come up with a simple couplet; to translate five sentences into vernacular; to guesstimate what the lyrics of a song are about, etc.</p>
Notes	