

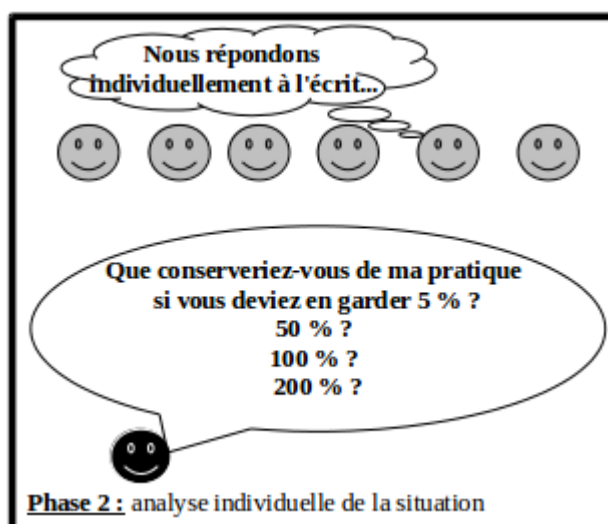
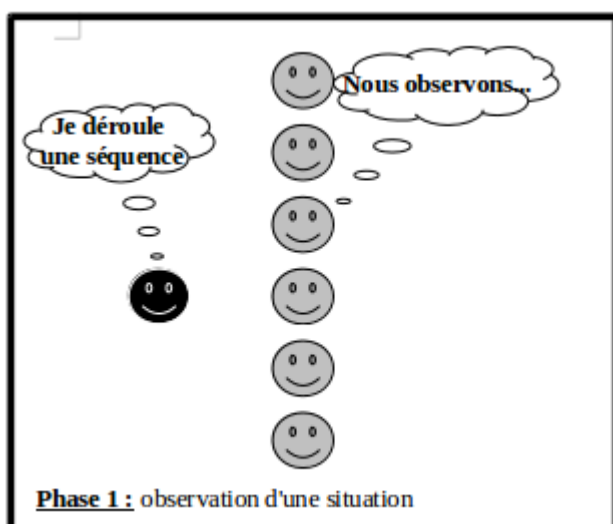
Methodological Transposition Game

Objectives:

1. Improve attentive listening relative to a practice presented by another person.
2. Enable each individual to imagine a partial (or derived) use of a define procedure.
3. Support the search for innovation.
4. Increase the development of training and teaching tools.
5. Encourage participants to take a step back and analyse a practice.

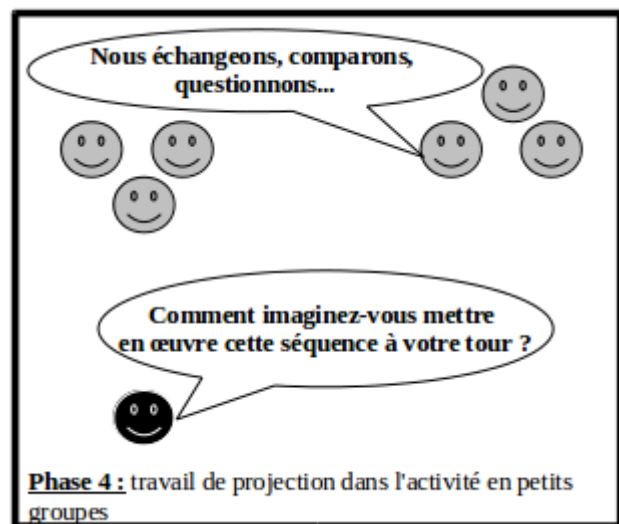
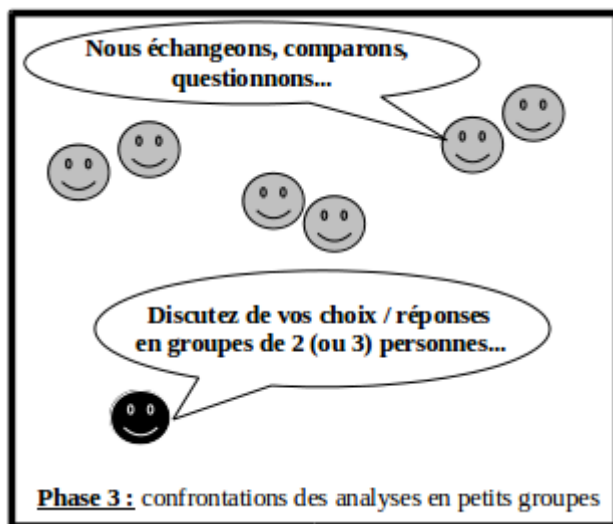
Description of the procedure:

This can take place in 5 phases.



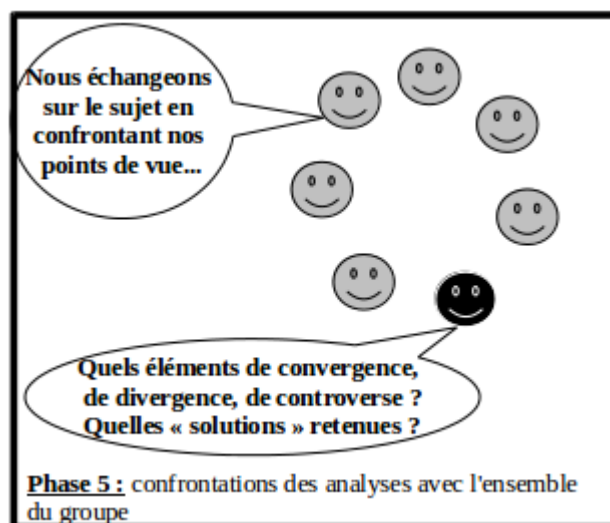
In **phase 1**, the trainees (in grey above) follow the teaching-learning sequence relative to a practice presented by the trainer (in black) with a double objective: observing the practice while remaining attentive to the underlying message.

Phase 2 begins at the end of the teaching sequence. The trainees are invited, individually and in writing, to answer questions about the sequence. There are generally 3 to 5 questions and each requires a few minutes to answer. This invites individual analysis of the questions raised. The answers may be very varied and concern the supports, the procedure, the approach... but also the very nature of the subject.



During **phase 3**, the trainees work in groups of two (or three). They exchange on their choices and positions and are consequently confronted with different points of view. In particular they can observe the differences in the priorities of each person present (the levels of acceptance of the practice, 5%, 50% etc.). The tutor invites the participants to question these differences and points of convergence.

In **phase 4** the participants also work in small groups (of 2 or 3). They are invited to explain how they would approach a similar activity thus contributing and sharing their own skills (modifications, improvements).



Phase 5 is a collective exchange during which the different points of view on the activity presented are confronted. Here we are particularly interested in explanation of the points of convergence and/or divergence expressed by the participants. Is there a form of consensus? What solutions have emerged?

The focus is therefore placed not only on the activity presented but also on the dynamic and thoughts generated by the analysis process.