GYMKHANA OF STORIES

METHODOLOGIES WORKED

Using this activity, we can develop different methodologies such as Multiple intelligences or Cooperative Learning. According to Gardner´s Multiple intelligences, we could underlight:

* Visual-Spatial I.: The students need to read a map in a park to find different clues of the stories worked. They will have help to recognise the path for the first time and then they will work in a team following the clues by themselves. learning to orient.
* Bodily- Kinesthetic I.: They are moving around the park, and with drama clues they need to move, sing or produce any action than make them be understood without speaking.
* Musical I.: There are songs the children have to reproduce in some of the clues, what helps them to act out through this intelligence.
* Linguistic I.: It´s used in all of the clues and during the whole game, as the children have to read every clue and share the information they think is right.
* Logical-Mathematical I.: They need to follow the clues in the right order, following the number of clues, write them down on the correct chart and represent them on the map.
* Interpersonal I.: The children need to agree and follow the path all together to finish the gymkhana. Values such as empathy, respect, help… will be worthy developed within these kind of activities.
* Intrapersonal I.: As children tend to shy away from others or they have difficulties to understand their inner feelings, the gymkhana helps them to feel confident, motivated and indepent, as they can work on their own.

When it refers to Cooperative Learning, the children work together to solve several funny situations related to our stories, which could be consider not only an evaluation of the Project but also a way to work in groups to reach the same objectives. The kids have a common grupe identity and they need to share their knowledge, intuition and opinions to get the goals while enjoying.

DEVELOPMENT OF THE ACTIVITY.

1. The children get a map with the path they have to follow. They need to read the map, where the clues are and identify every object with its representation on the paper.
2. They have to complete a worksheet with the solution of every clue.
3. There are five groups (A, B, C, D and E) and 14 clues.
4. First, the children and an instructor rehearse the activity, following the path to check where the clues are and to identify them on the map, in order to do the activity by themselves.
5. There are teachers monitoring the clues only where the children have to dramatise the clue. If they only have to answer questions they write them on the worksheet they have to complete and the clue doesn´t need to be monitoring.
6. Every clue is attached to a marker.
7. The teachers monitoring the clues have to write down a tick or cross on a worksheet if children do or don´t complete the clue, but the correction will be checked at the end of the game.
8. When all the groups have finished the game answers are assessed. They get a diploma at the end of the game.
9. Rules top lay:
	1. Team work (every group has 5 or 6 members).
	2. There is a frequency of 5 minutes to start the game to leave enough space for the children to play.
	3. Length of the game 25 minutes.
	4. Winner: Team with more questions right or team who passed the game faster.