



4. How to prepare the ER session with the students?

There are several points to consider in terms of preparation with students. All teachers agreed that the main preparation to make with the students is to go over or revise the class materials that are involved in the ER. However, some other aspects need to be considered as well: the group preparation and the pre-ER briefing session.

Class materials:

The preparation with the students depends very much on the final objective of the ER for the teacher. Is this ER meant to serve as an introduction to new materials? To serve as a revision session? As an informal assessment of knowledge or understanding of some class materials? As a test?

Depending on this final objective, the preparation in class will differ. If it is an introduction to new materials, then no specific preparation in class is needed. But for all other objective, to see the class materials with the students at least once (for revision or informal assessment) is necessary, and several times if it is meant to serve as a test.



In term of group preparation:

Some of the teachers divided their classes into several groups and prepared alternative materials to occupy the rest of the classroom if not all students can go through the ER at once. Limited time and availability of colleagues can lead to such a scenario.



Another aspect to be considered is to choose whether to warn the students that an ER will take place, maybe to tease information about it to create anticipation, or to keep it as a complete surprise.

Pre-ER briefing

A briefing before the ER may be necessary to give out all the safety rules or to design the “off-limits” spaces within the classroom with the students. Some teachers will like to define specific roles in advance for the pupils. (Time-master, clue-searcher, etc). This is not mandatory of course. However, it may help to involve all students in the group and to avoid the scenario of having two or three students who solve the ER on their own with the rest of the group following along without participating.

All in all, depending on the ER’s final objective, the class materials need to be properly covered in class beforehand, except in the case of using the ER as an introduction to new materials. Also, the students need to be aware of safety rules and ER delimitation. Most teachers declared having used the ERs as a way to revise class materials or to assess the level of assimilation of class materials before tests or exams.

