

# COOLCARD FOR COOL ART

## A COMPETENCY-REWARD SYSTEM FOR STUDENTS

THE COOLCARD IS BUILT ON THE FOLLOWING QUESTIONS:

1. What did you do well this week?  
Check the COOLLIST and give yourself a star for every point you scored.
2. What do you think the other did well this week?  
Check the COOLLIST and give the other a star for every point he scored.

### Tips for coaches and teachers that want to use the COOLCARD:

- Let every student individually and in silence determine what he did well. Optionally you can let them write down the situation as well. (10 to 15 minutes)
- Let the students tell each other in pairs what they did well: an exercise in listening and summarizing. (5 minutes per student)
- Let everyone individually decide who he wants to give a star for his Cool Art this week. Who scored on which item? (10 minutes)
- Let the students sit in a circle. Go over the list step by step and ask them who thought they deserved a star for this item, or to whom they gave a star. (30 to 50 minutes)
  
- Make it clear that everyone's opinion is respected, and there will be no discussion about the awarding of stars to yourself or others. However, every student may always ask the coach and fellow students for feedback.
- Tell your students that as a teacher you are always working on and developing your competencies as well (LOLL-competency card)!

©This COOLCARD is developed by Corma Ruijgrok, teacher educator 'Omgangskunde' at Centrum Archimedes of the Hogeschool Utrecht, in collaboration with Debbie de Jager, teacher educator 'Omgangskunde' at Geminicollege Ridderkerk.

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Would you like to know more about the trainings offered by Centrum Archimedes? [www.ca.hu.nl](http://www.ca.hu.nl)

# COOLLIST

## CONCRETE DEVELOPMENT OF SOCIAL SKILLS FOR STUDENTS

### ATTENTION AND CONTACT

1. I greet others when I enter or leave the classroom.
2. I make eye contact and listen (keep my mouth shut) when the other is talking.
3. I ask a question so that the other can further explain what he thinks, feels, or means.
4. I breathe slowly and honestly tell others what I feel when I like/do not like their behavior and what effect their behavior has on me.

### COLLABORATION AND LEARNING

5. I tell my coach, teachers, and fellow students what I would like to learn at this school.
6. I ask for help when there is something I do not understand.
7. I help others when being asked.
8. I summarize what the other is saying to verify whether I understood him correctly.
9. I compliment myself when I did something right.
10. I compliment the other when he did something right.
11. I openly admit it when I do not trust someone, but I choose to (learn to) trust the other.

### MOTIVATION AND REFLECTION

12. I prove that I want to learn and that I am willing to do my best (even when I do not want to learn, I ask myself why this is the case).
13. I examine why I judge and strive to be accepted and respected, as well as showing acceptance and respect towards others.

### SYMPATHY AND RESPECT

14. I demonstrate that I understand what the other is feeling and why he reacts in a certain way.
15. I prove that I can separate facts (that which I see and hear) from my own truth (interpretations, that which I think and feel).
16. Time and time again I choose to focus on my positive qualities and those of others.

### RESPONSIBILITY AND RULES

17. I am careful with the materials and objects around me.
18. I always bring my materials, schedule and homework with me as agreed.
19. I am on time and follow the rules (no jacket, no hat, bag on the floor, no food & drink, cell phone off).