

# The Impact of Personalized Learning Strategy on Improving the Performance of Firelighting and Firefighting Skills among Advanced Guides

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**Abstract:** The research aims to identify the impact of using the personal learning strategy on improving the performance efficiency of advanced female guides in fire-lighting and extinguishing skills. The researcher adopted the experimental approach due to its suitability to the nature of the research. The sample was selected from the guidance group for sports and scouting activities in Diyala Governorate, and numbered (24) advanced female guides. They were divided into two equal groups: one experimental group trained according to the personal learning strategy, and the other a control group that received training using the traditional method. Practical tests were used to measure the level of performance in the skills of fire-lighting and extinguishing. After statistically processing the data, the results showed statistically significant differences in favor of the experimental group, indicating the effectiveness of the personal learning strategy in developing the skill performance of advanced female guides. The research concludes that adopting modern educational strategies contributes to improving performance efficiency and developing scouting skills. The researcher recommends employing this strategy in various guidance training programs.

**Keywords:** Personal Learning Strategy, Fire-Lighting, Extinguishing In Scouting

## Introduction

The Scouting movement is one of the most prominent educational activities aimed at developing the personality of young people and enhancing their physical, intellectual, and social skills. Scouting began in the early twentieth century as an informal educational movement seeking to instill the values of discipline, responsibility, teamwork, and self-reliance, in addition to fostering a spirit of adventure and initiative (Stambuk-Castellano, 2024). Over time, scouting programs have evolved to include a wide range of activities that combine physical training, life skills, and community service, contributing to the preparation of young people capable of facing various challenges. The modern Scouting movement has realized the importance of employing innovative educational methods aimed at raising the efficiency of Scouting skills in line with educational developments and modern teaching methods. In this context, the personalized learning strategy emerges as an effective tool in enhancing the effectiveness of the learning process. This strategy focuses on meeting the individual needs of the learner, which enhances the effectiveness of the learning process. This strategy is characterized by its flexibility, as it allows learners

to choose the pace of learning, educational resources, and assessment method that suits their abilities and interests. This is what Hadar (2014) stated: " The personal learning strategy is characterized by enhancing self-control in the learning process, improving personal and professional performance, and increasing the effectiveness of time and resources use. It also helps in creating a sense of accomplishment and self-satisfaction. In addition, it enhances the ability to solve problems and make decisions. (Kimmons, 2023) also sees it as "an individual journey towards continuous development and improvement, where the individual sets his goals and works to achieve them by identifying his needs and developing his skills and abilities. Progress is evaluated and plans are modified as needed. By applying the personal learning strategy, individuals can achieve personal and professional growth, increase their effectiveness in various fields, and enhance their self-confidence and ability to face challenges. It is a powerful tool that enables individuals to control their learning and achieve their goals." As for the skill of lighting and extinguishing fires, it is considered one of the basic skills in scouting life, as it is used in camping, cooking, heating, water purification, and other field activities. Learning this skill contributes to enhancing the ability of guides to rely on themselves and make quick decisions in field situations. (Hariz, 2016) sees that "the skill of lighting fires is one of the basic skills in scouting life." "It provides practical benefits in heating, cooking, lighting, and water purification, in addition to its role in protection during camping. Despite its importance and enjoyment, it requires a high degree of caution and attention to avoid potential risks. Therefore, continuous training to master it is necessary for scouts and guides in camps and outdoor trips." Ahmed (2016) also believes that "the skill of extinguishing fires is one of the basic skills in scouting activities, as it ensures safety, prevents fires and accidents, and requires continuous practical training to ensure quick action, accurate performance, and the protection of individuals and property during camps and outdoor trips." Hence, the importance of this research in highlighting the role of the personal learning strategy in developing fire-lighting and extinguishing skills among advanced guides, as these skills are considered essential in scouting programs, as they contribute to enhancing the guides' abilities to be self-reliant and make decisions. Rapid field situations. By studying the impact of this strategy, insights and recommendations can be provided that contribute to improving guidance training programs, which will positively reflect on developing scouting skills and enhancing the performance efficiency of guides(Makhambetova, 2021).

### **Research Problem**

One of the most important parts of scouting is learning how to start and extinguish a fire. They play an essential role in making sure scouting activities are run smoothly and safely, and they help the Girl Guides learn to be independent and make good choices under pressure. Despite the significance of these abilities, Girl Guides often struggle to acquire them to a high level because of the shortcomings of outdated training techniques and the lack of accessible, current educational methodologies that cater to each trainee's unique requirements. So, we need to know: How does a tailored learning technique affect the proficiency with which advanced Girl Guides can ignite and put out fires?

### Research Objective

1. The purpose of this study is to determine if advanced Girl Guides' firelighting and extinguishing abilities are enhanced when a tailored learning technique is used.

### Research Hypotheses

1. The competence of advanced Girl Guides in firelighting and extinguishing differs significantly between the pre- and post-tests.
2. Statistical analysis revealed that the experimental group outperformed the control group on post-tests measuring firelighting and extinguishing proficiency.

### Research Areas

1. Human Area: The central group for advanced guides at the Diyala Education Directorate/School and Scouting Activities Department for the 2024-2025 academic year.
2. Temporal Area: From March 14, 2024 to May 4, 2024.
3. Spatial Area: The scout camp affiliated with the Sports and School Activities Department in Diyala Governorate.

### Methodology

#### Research Methodology

The researcher adopted the experimental approach because it is appropriate for the nature of the study, which aims to measure the impact of the personalized learning strategy on the performance efficiency of advanced guides' firelighting and extinguishing skills. This approach allows for comparison of performance between the experimental and control groups and the precise and objective determination of the strategy's effectiveness in developing practical skills (R. Wang, 2021).

#### Research Sample

The research sample consisted of a scouting troop for sports and scouting activities in Diyala Governorate, consisting of (24) advanced female guides. The sample was divided into two equal groups. The experimental group was taught according to the personalized learning strategy, while the control group was taught using the traditional method. The sample was selected randomly to ensure adequate representation and the relevance of the results to the nature of the study (He, 2025).

#### Sample Homogeneity

**Table 1.** shows the homogeneity among sample members (height, mass, age)

NO	Variables	Unit of Measurement	Mean	Standard Deviation	Median	Skewness Coefficient
1	Height	cm	156.01	3.00	156	0.04
2	Mass	kg	50.24	5.33	50	0.83
3	Age	year	16.77	1.68	16.5	0.80

## Sample Equivalence

**Table 2.** shows the equivalence between the experimental and control groups

Variables	Groups	Mean	Standard Deviation	t-Value	Error Ratio	Significance
<b>Pyramid Fire (deg/sec)</b>	Experimental	0.41	0.06	1.13	0.26	Not significant
<b>Control</b>	0.38	0.05				
<b>Square Fire (deg/sec)</b>	Experimental	0.43	0.04	0.93	0.41	Not significant
<b>Control</b>	0.41	0.04				
<b>Star Fire (deg/sec)</b>	Experimental	0.43	0.03	0.61	0.54	Not significant
<b>Control</b>	0.42	0.03				

### Devices, Tools, and Data Collection Methods:

Devices and Tools Used in the Research:

A laptop computer, a medical scale, a camera, an electronic calculator, a stopwatch, dry wood, sawdust or straw, paper towels, a wood saw.

Data Collection Methods:

- References and Arabic and foreign sources.
- Observation.
- Tests and Measurements.

### Tests Used in the Research

#### First: The Pyramid Fire Test

Test Objective:

To measure the individual's proficiency in performing the skill of lighting a star fire.

Tools:

A stopwatch, dry wood, flammable materials (straw/sawdust/tissues), a saw.

Implementation Mechanism:

The participant stands behind the starting line (3 meters). Upon command, they start to form a pyramidal wooden pile with kindling. They then arrange wood around it in a star-shaped pattern (3, 4, or 5 sides) so that its edges overlap with the base of the fire. After completing the task, they return to the starting point.

Recording:

The score is calculated according to the Scout Skill Performance Scale.

Total Fire Axis Scores

Time Spent

### Measurement Method:

- Time: The time from the start signal until the participant returns to the starting line is recorded.
- Skill Evaluation: This is done using a special fire evaluation form (see Appendix 9), where scores are assigned for each of the three performance axes, and the scores are then totaled.
- Final Score: This is calculated by dividing the total performance scores by the time taken to complete the task.

Unit of Measurement: Points per second.

### Test Conditions:

- The performance must be fast.
- Each participant is allowed only one attempt.



Figure 1. Illustrating the pyramid fire making method.

### Second: The Square (Crossed) Fire Test

#### Test Objective:

To assess the participant's proficiency in performing the crossed square fire making skill.

#### Tools:

Stopwatch, dry wood, flammable materials (straw/sawdust/tissues), saw.

#### Execution Method:

The participant stands 3 meters behind the starting line and, upon signal, begins moving toward the work area. They first place the small dry pieces of wood in a pyramid shape, then arrange the other pieces to form a crossed square, placing two blocks on the ground and two more blocks crossed over them. After completing the task, the participant returns to the starting line (Ciuciu, 2014).

#### Recording Mechanism:

- Time: The time from the start to the return to the starting line is recorded.
- Skill Evaluation: Using a fire evaluation form (see Appendix 9), scores are given for each of the three performance axes and then totaled.
- Final Score: Calculated by dividing the total performance scores by the time taken.

Measurement Unit: Points per second.

Test Conditions:

- Fast performance is required.
- Each participant is allowed only one attempt.



Figure 2. Illustrating how to make a square fire.

### Third: The Star Fire Test

Test objective:

To assess the participant's proficiency in preparing a star fire.

Tools:

Stopwatch, dry wood, flammable materials (straw/sawdust/tissues), saw.

Execution method:

The participant stands 3 meters behind the starting line and, upon the signal, begins moving toward the work area. They arrange a pile of small pieces of wood, leaves, or sawdust into a pyramid shape, then arrange the pieces around it in a star shape (triangular, quadrangular, or pentagonal), so that their ends overlap with the base of the pyramid fire. Upon completion, the participant returns to the starting line.

Recording mechanism:

- Time: The time from the signal until the return is recorded.
- Skill evaluation: Using a fire evaluation form (Appendix 9), scores are given for each of the three performance axes and then totaled.
- Final score: Calculated by dividing the total performance scores by the time taken.

Measurement unit: score per second.

Test Conditions:

- Performance must be fast.
- Each participant is allowed only one attempt.



Figure 3. illustrates how the Starfire works.

### Exploratory Experiment

A pilot experiment was conducted on Thursday, March 7, 2025, on a sample of (4) advanced female guides. The aim was to verify the suitability of the proposed strategy (personal learning) and performance tests before applying them to the main sample. This experiment allowed us to verify the clarity of the instructions, the ease of administering the tests, and assess the suitability of the tools used to ensure the accuracy of the results in the main study (Zhou, 2022).

### Pre-tests:

The pre-tests were conducted on Monday, March 14, 2024, and aimed to determine the guides' performance level in fire-lighting and fire-extinguishing skills. To ensure the accuracy and objectivity of the results, all testing conditions were established, including a standardized testing site and tools (dry wood, ignition materials, a clock, and a saw). Uniform instructions were provided to all participants, and the time and spatial distances for each task were specified. The researcher also directly monitored performance to ensure adherence to the conditions and standards. These tests contributed to the collection of accurate preliminary data to assess differences in performance after implementing the strategy and to reliably measure its impact. 2-7 Main Experiment:

The main experiment began on Thursday, March 28, 2024, and lasted for six weeks, with one unit per week on Thursdays. Each unit lasted 45 minutes. During this period, the educational units were implemented according to the Personalized Learning Strategy, which aims to enhance the guides' ability to self-learn and engage with the content of fire-lighting and fire-extinguishing skills in a practical and effective manner. This strategy is implemented through the following steps:

1. Setting Individual Goals: Before starting each unit, guides write out clear goals for the skills that need to be learned.
2. Learning by Doing: The strategy allows each guide an opportunity to practice skills like collecting firewood and making a fire while the school watches. This way, they may learn from their mistakes and become better at what they do.

3. Each guide gets personalized help and advice to make sure they understand and apply the skill levels effectively.
4. Self-evaluation: After each assignment, the guides think about how well they performed and write down what they did well and what they may need to improve on.
5. Feedback: The school gives participants constructive feedback to help them learn more and become better before they go on to the next course.

This method allowed the guides to choose their own pace for learning, practice what they had learned in a realistic setting, and solidify their grasp of the material before the final exams.

**Post-tests:**

The post-tests were given on Saturday, May 4, 2024, after the six-week deployment phase of the Personalized Learning Strategy was over. The tests were done in the same place and with the same instructions as the pre-tests to make sure the results were accurate and objective. A form unique to fire was utilized to rate skill performance throughout the tests, which also included keeping note of how long it took to finish the skill. The final score was then found by dividing the entire score by how long it took to finish the skill (Yang, 2024).

**Statistical Methods:**

After administering both pre- and post-tests on fire-lighting and fire-extinguishing abilities, the researcher extracted and analyzed the data using the statistical software. As part of the study, we computed the following: percentages, means, standard deviations, and differences between the pre- and post-tests. This paves the way for a trustworthy evaluation of the strategy's results (Sun, 2025).

**Result and Discussion**

**Presentation of the results of the experimental and control groups on the research variables:**

Table 3. shows the results of the experimental and control groups on the research variables.

Variables	Unit of Measurement	Sample Size	Test	Mean	Standard Deviation	Calculated t-Value	Error Ratio	Significance
<b>Experimental Group</b>								
Pyramid Fire	deg/sec	12	Pre-test	0.41	0.06	11.91	0.001	Significant
			Post-test	1.07	0.059			
Square Fire (Crossed)	deg/sec	Post-test	Pre-test	0.43	0.04	6.97	0.000	Significant
				0.70	0.13			
Star Fire	deg/sec	Post-test	Pre-test	0.43	0.03	34.6	0.000	Significant
				0.83	0.04			
<b>Control Group</b>								
Pyramid	deg/sec	12	Pre-	0.38	0.05	10.79	0.000	Significant

Variables	Unit of Measurement	Sample Size	Test	Mean	Standard Deviation	Calculated t-Value	Error Ratio	Significance	
<b>Experimental Group</b>									
Fire			test						
Square Fire (Crossed)	deg/sec	Post-test	Pre-test	0.55	0.02	0.04	7.15	0.000	Significant
			Post-test	0.41					
Star Fire	deg/sec	Post-test	Pre-test	0.55	0.04	15.94	0.000	Significant	
			Post-test	0.63					

Discussion of the results of the experimental group

The pre- and post-test results are very different, with the post-tests being better, as indicated in Table (3). The customized learning strategy helped students do better and become better at igniting and putting out fires. Personalized learning strategies are among of the best ways to educate since they let teachers adjust lessons to fit each student's needs and provide content at different levels of difficulty. Recent study (Makhambetova, Zhiyenbayeva, & Ergesheva, 2021) indicates that this kind of learning enhances students' profound understanding of complex concepts, increases their motivation for lifelong learning, and fosters engagement and participation. According to Makhambetova et al. (2021), personalized learning methods improved students' grades and interest in the content. Bernal Parraga et al. (2025) found that students liked the one-on-one attention they got in class and showed that they really understood the material since they were more engaged and understood it better. Using modern technology like AI in personalized learning makes students learn faster and helps them comprehend and use what they learn in real-life situations. It makes pupils more confident and motivates them to keep studying on their own. Students do better in school when they learn in a way that is tailored to their needs. This is because they become better thinkers and problem solvers. We hope to help students think critically and come up with innovative solutions to tough academic problems by letting them go through classes at their own pace. The researcher believes that tailored learning tactics are a great way to make the learning process better. These tactics help kids learn better, be more involved, and be more efficient. Also, these tactics are made to fit each student's specific demands, which ensures the highest learning results and skill growth over time (Wei, 2025).

**Presentation of the results of the experimental and control groups in the post-test:**

Table 4. shows the results of the experimental and control groups in the post-tests.

Variables	Groups	Mean	Standard Deviation	T-Value	Error Ratio	Significance
Pyramid Fire	Experimental Group	1.07	0.059	33.45	0.000	Significant
Control Group		0.55	0.02			
Square Fire	Experimental	0.70	0.13	3.82	0.000	Significant

Variables	Groups	Mean	Standard Deviation	T-Value	Error Ratio	Significance
(Crossed)	Group					
Control Group	0.55	0.04				
Star Fire	Experimental	0.83	0.04	12.25	0.001	Significant
	Group					
Control Group	0.63	0.04				

Discussion of the results of the two groups in the post-test:

The pre- and post-test results are very different, with the post-tests being better, as indicated in Table (3). The customized learning strategy helped students do better and become better at igniting and putting out fires. Personalized learning strategies are among of the best ways to educate since they let teachers adjust lessons to fit each student's needs and provide content at different levels of difficulty. Recent study (Makhambetova, Zhiyenbayeva, & Ergesheva, 2021) indicates that this kind of learning enhances students' profound understanding of complex concepts, increases their motivation for lifelong learning, and fosters engagement and participation. According to Makhambetova et al. (2021), personalized learning methods improved students' grades and interest in the content. Bernal Parraga et al. (2025) found that students liked the one-on-one attention they got in class and showed that they really understood the material since they were more engaged and understood it better (Bhaskaran, 2019). Using modern technology like AI in personalized learning makes students learn faster and helps them comprehend and use what they learn in real-life situations. It makes pupils more confident and motivates them to keep studying on their own. Students do better in school when they learn in a way that is tailored to their needs. This is because they become better thinkers and problem solvers. We hope to help students think critically and come up with innovative solutions to tough academic problems by letting them go through classes at their own pace. The researcher believes that tailored learning tactics are a great way to make the learning process better. These tactics help kids learn better, be more involved, and be more efficient. Also, these tactics are made to fit each student's specific demands, which ensures the highest learning results and skill growth over time (Y. Wang, 2025).

## Conclusions

By customizing instruction to each student's unique requirements, the personal learning approach significantly boosts the proficiency with which advanced guides can ignite and extinguish fires. They get a better grasp of the proper methods and techniques and hone their practical abilities in the process.

The personal learning technique boosts the confidence of advanced guides when it comes to firelighting and extinguishing capabilities, which in turn improves their decision-making abilities in high-pressure real-life scenarios.

## Recommendations

1. To improve firefighting and extinguishing abilities, it is advised to keep applying the personal learning technique inside advanced guide training programs, considering the necessity to personalize instruction to each trainee's specific demands.
2. To help guides hone their practical abilities and become more adept at making good judgments in real-life emergency scenarios, it's suggested to regularly add interactive evaluation tasks based on personal learning.

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**Appendix No. (1) shows a model of the educational units**

**Educational Unit:** First

**Day:** Thursday 28/3/20234

**Unit Time:** 45 minutes

Educational Objectives:

- Encourage competition, cooperation, joy, and cheerfulness
- Train students on discipline and commitment

**Skill Objectives:**

- Teach the skill of lighting and extinguishing fire (Pyramid Fire)

No.	Unit Sections	Time	Behavioral Objectives	Activities and Skills	Organization	Tools	Notes
1	Preparatory Part	10 m					
	Introduction	3 m	Commitment to silence	Preparing tools, taking attendance, performing greeting	XXXXXXXXX	Whistle	Emphasis on discipline and order
	Warm-up	7 m	Student reaches the stage of functional warm-up	Walking – jogging – performing			

No.	Unit Sections	Time	Behavioral Objectives	Activities and Skills	Organization	Tools	Notes
				warm-up exercises			
2	Practical Part	30 m					
a	Theoretical Explanation	10 m	- Teacher presents the basic concepts of the lesson using multi-media (slides, pictures, short video).- Uses open-ended questions to assess student understanding and adjust explanations.- Encourages students to share prior experiences related to the topic.				
b	Interactive Activity	15 m	- Divide students into small groups or pairs according to skill and understanding level.- Allow each group/student to select a suitable task (Differentiated Tasks) such as an experiment or mini-project.- Teacher acts as guide/observer, providing individual support if needed.- Students record their observations and reflect on outcomes.				
c	Short Discussion & Feedback	5 m	- Teacher provides individual feedback focusing on strengths and improvements.- Students exchange experiences and learn from each other (Peer Learning).- Teacher links results with theoretical points for deeper understanding.				
3	Concluding Part	5 m	Students compete fairly and in order	Collecting tools and leaving			