

HOW DOES THE JIGSAW CLASSROOM OPERATE

HOW DOES THE JIGSAW CLASSROOM OPERATE IS A QUESTION CENTRAL TO UNDERSTANDING THIS INNOVATIVE COOPERATIVE LEARNING TECHNIQUE DESIGNED TO PROMOTE STUDENT ENGAGEMENT, REDUCE RACIAL CONFLICT, AND IMPROVE ACADEMIC ACHIEVEMENT. DEVELOPED BY SOCIAL PSYCHOLOGIST ELLIOT ARONSON IN THE EARLY 1970s, THE JIGSAW CLASSROOM METHOD RESTRUCTURES TRADITIONAL CLASSROOM DYNAMICS BY DIVIDING STUDENTS INTO DIVERSE GROUPS WHERE EACH MEMBER IS RESPONSIBLE FOR LEARNING AND TEACHING A SEGMENT OF THE OVERALL MATERIAL. THIS APPROACH FOSTERS INTERDEPENDENCE, ACCOUNTABILITY, AND EMPATHY AMONG STUDENTS, MAKING IT A POWERFUL TOOL IN EDUCATIONAL SETTINGS. IN THIS ARTICLE, THE OPERATIONAL MECHANICS OF THE JIGSAW CLASSROOM WILL BE EXPLORED IN DETAIL, INCLUDING ITS FOUNDATIONAL PRINCIPLES, GROUP ORGANIZATION, INSTRUCTIONAL PROCESS, AND BENEFITS. THE DISCUSSION ALSO COVERS PRACTICAL IMPLEMENTATION STRATEGIES, CHALLENGES, AND THE IMPACT ON STUDENT INTERACTION AND LEARNING OUTCOMES. UNDERSTANDING HOW DOES THE JIGSAW CLASSROOM OPERATE OFFERS VALUABLE INSIGHTS FOR EDUCATORS SEEKING TO ENHANCE COLLABORATIVE LEARNING AND CLASSROOM HARMONY.

- FUNDAMENTAL PRINCIPLES OF THE JIGSAW CLASSROOM
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FUNDAMENTAL PRINCIPLES OF THE JIGSAW CLASSROOM

THE OPERATION OF THE JIGSAW CLASSROOM IS GROUNDED IN SEVERAL CORE PRINCIPLES THAT DISTINGUISH IT FROM TRADITIONAL TEACHING METHODS. THESE PRINCIPLES EMPHASIZE COOPERATION, MUTUAL RESPECT, AND SHARED RESPONSIBILITY. AT ITS CORE, THE JIGSAW METHOD IS DESIGNED TO REDUCE COMPETITION AND FOSTER A LEARNING ENVIRONMENT WHERE STUDENTS RELY ON EACH OTHER TO SUCCEED.

COOPERATIVE LEARNING

COOPERATIVE LEARNING IS THE BACKBONE OF THE JIGSAW CLASSROOM. INSTEAD OF COMPETING AGAINST CLASSMATES, STUDENTS WORK COLLABORATIVELY TO ACHIEVE A COMMON ACADEMIC GOAL. EACH STUDENT'S CONTRIBUTION IS ESSENTIAL, PROMOTING A SENSE OF UNITY AND TEAMWORK. THIS APPROACH HELPS TO BUILD SOCIAL SKILLS AND ENCOURAGES POSITIVE INTERDEPENDENCE.

INDIVIDUAL ACCOUNTABILITY

WHILE THE JIGSAW CLASSROOM PROMOTES GROUP WORK, EACH STUDENT IS INDIVIDUALLY ACCOUNTABLE FOR MASTERING THEIR ASSIGNED SEGMENT OF THE MATERIAL. THIS ENSURES THAT EVERY PARTICIPANT IS ACTIVELY ENGAGED IN THE LEARNING PROCESS AND CONTRIBUTES MEANINGFULLY TO THE GROUP'S SUCCESS.

POSITIVE INTERDEPENDENCE

POSITIVE INTERDEPENDENCE MEANS THAT STUDENTS DEPEND ON EACH OTHER TO LEARN THE COMPLETE LESSON. EACH MEMBER HOLDS A UNIQUE PIECE OF THE PUZZLE, MAKING COLLABORATION NECESSARY. THIS INTERDEPENDENCE CULTIVATES EMPATHY AND REDUCES PREJUDICE AS STUDENTS APPRECIATE THE VALUE OF DIVERSE PERSPECTIVES.

GROUP FORMATION AND ROLES

THE ORGANIZATION OF GROUPS AND ASSIGNMENT OF ROLES ARE CRITICAL TO HOW THE JIGSAW CLASSROOM OPERATES. EFFECTIVE GROUP FORMATION ENSURES DIVERSITY AND BALANCED PARTICIPATION, WHICH ARE ESSENTIAL FOR MAXIMIZING LEARNING AND SOCIAL BENEFITS.

DIVERSE GROUPING

GROUPS IN A JIGSAW CLASSROOM ARE TYPICALLY COMPOSED OF STUDENTS WITH DIVERSE BACKGROUNDS, ABILITIES, AND PERSPECTIVES. THIS DIVERSITY PROMOTES INCLUSIVITY AND ENCOURAGES STUDENTS TO APPRECIATE DIFFERENCES. TEACHERS CAREFULLY ASSIGN GROUPS TO ENSURE A MIX THAT SUPPORTS BOTH ACADEMIC AND SOCIAL GOALS.

ROLE ASSIGNMENT

EACH STUDENT IN A GROUP IS ASSIGNED A SPECIFIC ROLE RELATED TO A PORTION OF THE LESSON CONTENT. THESE ROLES REQUIRE STUDENTS TO BECOME “EXPERTS” ON THEIR PARTICULAR TOPIC SEGMENT. THE ROLES MIGHT INCLUDE RESEARCHERS, PRESENTERS, NOTE-TAKERS, OR DISCUSSION LEADERS, DEPENDING ON THE LESSON OBJECTIVES.

EXPERT GROUPS AND HOME GROUPS

STUDENTS FIRST MEET IN “EXPERT GROUPS” WITH PEERS ASSIGNED THE SAME SEGMENT TO DISCUSS AND MASTER THE CONTENT. AFTERWARD, THEY RETURN TO THEIR “HOME GROUPS” TO TEACH THEIR SEGMENT TO OTHER GROUP MEMBERS. THIS DUAL GROUPING SYSTEM IS FUNDAMENTAL TO THE JIGSAW PROCESS AND REINFORCES MASTERY THROUGH TEACHING.

STEP-BY-STEP OPERATIONAL PROCESS

UNDERSTANDING THE DETAILED OPERATIONAL FLOW CLARIFIES HOW DOES THE JIGSAW CLASSROOM OPERATE FROM LESSON PLANNING TO EXECUTION. THE PROCESS INVOLVES SEVERAL STRUCTURED STEPS DESIGNED TO MAXIMIZE STUDENT INTERACTION AND LEARNING RETENTION.

1. **DIVIDE THE LESSON:** THE TEACHER BREAKS DOWN THE LESSON CONTENT INTO MANAGEABLE, DISTINCT SEGMENTS.
2. **FORM HOME GROUPS:** STUDENTS ARE DIVIDED INTO DIVERSE GROUPS, TYPICALLY CONTAINING FIVE TO SIX MEMBERS.
3. **ASSIGN ROLES:** EACH STUDENT RECEIVES A UNIQUE SEGMENT OF THE LESSON TO LEARN AND TEACH.
4. **EXPERT GROUP MEETINGS:** STUDENTS JOIN PEERS ASSIGNED THE SAME SEGMENT TO COLLABORATE AND DEEPEN THEIR UNDERSTANDING.
5. **HOME GROUP TEACHING:** STUDENTS RETURN TO THEIR HOME GROUPS AND PRESENT THEIR SEGMENT TO PEERS.
6. **GROUP SYNTHESIS:** THE ENTIRE GROUP DISCUSSES THE FULL LESSON, INTEGRATING ALL SEGMENTS INTO A COMPREHENSIVE UNDERSTANDING.

7. **ASSESSMENT:** TEACHERS MAY ASSESS BOTH INDIVIDUAL AND GROUP LEARNING OUTCOMES TO ENSURE ACCOUNTABILITY.

PREPARATION AND MATERIALS

PROPER PREPARATION IS ESSENTIAL FOR SMOOTH OPERATION. TEACHERS MUST PREPARE MATERIALS TAILORED TO EACH SEGMENT AND ENSURE CLEAR INSTRUCTIONS FOR STUDENTS. THIS PREPARATION SUPPORTS EFFECTIVE COLLABORATION AND LEARNING DURING BOTH EXPERT AND HOME GROUP PHASES.

FACILITATION AND MONITORING

THROUGHOUT THE PROCESS, THE TEACHER ACTS AS A FACILITATOR, MONITORING GROUP DYNAMICS, PROVIDING GUIDANCE, AND INTERVENING WHEN NECESSARY TO MAINTAIN FOCUS AND RESOLVE CONFLICTS. THIS OVERSIGHT HELPS MAINTAIN A PRODUCTIVE LEARNING ENVIRONMENT.

BENEFITS OF THE JIGSAW CLASSROOM APPROACH

THE OPERATIONAL DESIGN OF THE JIGSAW CLASSROOM YIELDS NUMEROUS ADVANTAGES THAT EXTEND BEYOND ACADEMIC ACHIEVEMENT TO SOCIAL AND EMOTIONAL DEVELOPMENT.

IMPROVED ACADEMIC PERFORMANCE

STUDENTS OFTEN DEMONSTRATE HIGHER RETENTION AND UNDERSTANDING OF MATERIAL DUE TO ACTIVE PARTICIPATION AND PEER TEACHING. THE METHOD ENCOURAGES DEEPER PROCESSING OF CONTENT, LEADING TO BETTER LEARNING OUTCOMES.

ENHANCED SOCIAL SKILLS

BY WORKING CLOSELY IN DIVERSE GROUPS, STUDENTS DEVELOP COMMUNICATION, COLLABORATION, AND CONFLICT-RESOLUTION SKILLS. THESE SOCIAL COMPETENCIES ARE CRITICAL FOR SUCCESS BOTH INSIDE AND OUTSIDE THE CLASSROOM.

REDUCTION OF PREJUDICE AND INCREASED EMPATHY

THE JIGSAW CLASSROOM HAS BEEN SHOWN TO REDUCE RACIAL AND ETHNIC PREJUDICES BY PROMOTING POSITIVE INTERDEPENDENCE AND MUTUAL RESPECT. STUDENTS LEARN TO VALUE EACH OTHER'S CONTRIBUTIONS AND BACKGROUNDS, FOSTERING A MORE INCLUSIVE ENVIRONMENT.

GREATER MOTIVATION AND ENGAGEMENT

BECAUSE STUDENTS ARE RESPONSIBLE FOR TEACHING THEIR PEERS, MOTIVATION TO LEARN INCREASES. THIS OWNERSHIP OF LEARNING ENHANCES ENGAGEMENT AND ENTHUSIASM FOR THE SUBJECT MATTER.

IMPLEMENTATION STRATEGIES FOR EDUCATORS

SUCCESSFUL OPERATION OF THE JIGSAW CLASSROOM DEPENDS ON THOUGHTFUL IMPLEMENTATION STRATEGIES THAT ADDRESS CLASSROOM MANAGEMENT, LESSON DESIGN, AND STUDENT SUPPORT.

CLEAR INSTRUCTION AND EXPECTATIONS

SETTING CLEAR EXPECTATIONS FOR BEHAVIOR, PARTICIPATION, AND LEARNING OUTCOMES HELPS STUDENTS UNDERSTAND THEIR RESPONSIBILITIES. TEACHERS SHOULD EXPLAIN THE RATIONALE BEHIND THE METHOD TO ENCOURAGE BUY-IN.

TRAINING AND PREPARATION FOR STUDENTS

SOME STUDENTS MAY INITIALLY STRUGGLE WITH THE COLLABORATIVE FORMAT. PROVIDING GUIDANCE ON EFFECTIVE COMMUNICATION, LISTENING, AND TEACHING TECHNIQUES CAN FACILITATE SMOOTHER GROUP INTERACTIONS.

USE OF DIVERSE AND RELEVANT MATERIALS

MATERIALS SELECTED FOR JIGSAW SEGMENTS SHOULD BE ENGAGING, APPROPRIATELY CHALLENGING, AND RELEVANT TO THE LEARNING OBJECTIVES. THIS RELEVANCE MAINTAINS STUDENT INTEREST AND ENSURES MEANINGFUL LEARNING EXPERIENCES.

REGULAR ASSESSMENT AND FEEDBACK

ONGOING ASSESSMENT HELPS TRACK INDIVIDUAL AND GROUP PROGRESS. PROVIDING FEEDBACK ENCOURAGES IMPROVEMENT AND REINFORCES ACCOUNTABILITY.

CHALLENGES AND CONSIDERATIONS

ALTHOUGH HIGHLY EFFECTIVE, THE JIGSAW CLASSROOM MODEL PRESENTS CERTAIN CHALLENGES THAT EDUCATORS MUST ADDRESS TO ENSURE OPTIMAL OPERATION.

UNEQUAL PARTICIPATION

SOME STUDENTS MAY DOMINATE DISCUSSIONS WHILE OTHERS MAY WITHDRAW. TEACHERS MUST MONITOR GROUP DYNAMICS AND ENCOURAGE EQUITABLE PARTICIPATION TO MAXIMIZE BENEFITS.

TIME MANAGEMENT

THE JIGSAW PROCESS CAN BE TIME-CONSUMING COMPARED TO TRADITIONAL LECTURES. EFFICIENT PLANNING AND TIME ALLOCATION ARE NECESSARY TO COVER ALL MATERIAL WITHIN CURRICULUM CONSTRAINTS.

PREPARATION DEMANDS ON TEACHERS

DEVELOPING APPROPRIATE SEGMENT MATERIALS AND ORGANIZING GROUPS REQUIRES SIGNIFICANT UPFRONT EFFORT. HOWEVER, THIS INVESTMENT OFTEN RESULTS IN IMPROVED CLASSROOM OUTCOMES.

STUDENT RESISTANCE

STUDENTS ACCUSTOMED TO PASSIVE LEARNING MAY RESIST THE ACTIVE ROLES REQUIRED BY THE JIGSAW METHOD. CLEAR COMMUNICATION OF BENEFITS AND GRADUAL INTRODUCTION CAN MITIGATE RESISTANCE.

FREQUENTLY ASKED QUESTIONS

WHAT IS THE PRIMARY GOAL OF THE JIGSAW CLASSROOM METHOD?

THE PRIMARY GOAL OF THE JIGSAW CLASSROOM METHOD IS TO PROMOTE COOPERATION AND REDUCE RACIAL OR ETHNIC PREJUDICE BY HAVING STUDENTS WORK TOGETHER IN DIVERSE GROUPS, WHERE EACH MEMBER IS RESPONSIBLE FOR LEARNING AND TEACHING A SPECIFIC PART OF A LESSON.

HOW ARE STUDENTS GROUPED IN A JIGSAW CLASSROOM?

STUDENTS ARE DIVIDED INTO SMALL, DIVERSE GROUPS, WITH EACH GROUP MEMBER ASSIGNED A UNIQUE SEGMENT OF THE LESSON TO LEARN AND THEN TEACH TO THEIR PEERS WITHIN THE GROUP.

WHAT ROLE DOES EACH STUDENT PLAY IN A JIGSAW CLASSROOM ACTIVITY?

EACH STUDENT BECOMES AN 'EXPERT' ON ONE PART OF THE MATERIAL AND IS RESPONSIBLE FOR TEACHING THAT SEGMENT TO THE OTHER GROUP MEMBERS, FOSTERING INTERDEPENDENCE AND ACTIVE PARTICIPATION.

HOW DOES THE JIGSAW CLASSROOM PROMOTE COOPERATION AMONG STUDENTS?

BY MAKING EACH STUDENT'S CONTRIBUTION ESSENTIAL FOR THE GROUP'S OVERALL SUCCESS, THE JIGSAW CLASSROOM ENCOURAGES COLLABORATION, COMMUNICATION, AND MUTUAL RESPECT AMONG PEERS.

WHAT ARE 'EXPERT GROUPS' IN THE CONTEXT OF A JIGSAW CLASSROOM?

EXPERT GROUPS ARE TEMPORARY GROUPS FORMED BY STUDENTS ASSIGNED THE SAME SEGMENT OF THE LESSON, WHERE THEY DISCUSS AND MASTER THEIR PART BEFORE RETURNING TO THEIR ORIGINAL GROUPS TO TEACH IT.

HOW DOES THE JIGSAW CLASSROOM AFFECT STUDENTS' ATTITUDES TOWARD DIVERSITY?

THE METHOD FOSTERS POSITIVE INTERDEPENDENCE AND EMPATHY BY ENCOURAGING STUDENTS FROM DIFFERENT BACKGROUNDS TO WORK CLOSELY AND RELY ON EACH OTHER, WHICH HAS BEEN SHOWN TO REDUCE PREJUDICE AND IMPROVE RACE RELATIONS.

WHAT IS THE TEACHER'S ROLE DURING A JIGSAW CLASSROOM ACTIVITY?

THE TEACHER ACTS AS A FACILITATOR, ORGANIZING GROUPS, ASSIGNING LESSON SEGMENTS, MONITORING PROGRESS, AND PROVIDING SUPPORT AS STUDENTS COLLABORATE AND TEACH EACH OTHER.

HOW IS ASSESSMENT HANDLED IN A JIGSAW CLASSROOM?

ASSESSMENT CAN INCLUDE EVALUATING BOTH INDIVIDUAL UNDERSTANDING OF THEIR SEGMENT AND THE GROUP'S OVERALL COMPREHENSION, OFTEN THROUGH QUIZZES, PRESENTATIONS, OR GROUP PROJECTS.

CAN THE JIGSAW CLASSROOM METHOD BE APPLIED IN VIRTUAL OR ONLINE LEARNING ENVIRONMENTS?

YES, THE JIGSAW CLASSROOM CAN BE ADAPTED FOR ONLINE SETTINGS USING BREAKOUT ROOMS, COLLABORATIVE TOOLS, AND DIGITAL RESOURCES TO MAINTAIN COOPERATIVE LEARNING AND STUDENT INTERDEPENDENCE.

ADDITIONAL RESOURCES

1. *THE JIGSAW CLASSROOM: BUILDING COOPERATION IN THE CLASSROOM*

THIS BOOK PROVIDES AN IN-DEPTH EXPLORATION OF THE JIGSAW CLASSROOM METHOD, DETAILING ITS ORIGINS AND HOW IT PROMOTES COOPERATIVE LEARNING. IT EXPLAINS THE ROLE OF EACH STUDENT AS AN ESSENTIAL PART OF A LEARNING PUZZLE, ENCOURAGING INTERDEPENDENCE AND ACTIVE PARTICIPATION. PRACTICAL STRATEGIES FOR IMPLEMENTING THE TECHNIQUE IN DIVERSE CLASSROOM SETTINGS ARE ALSO INCLUDED.

2. *COOPERATIVE LEARNING AND THE JIGSAW METHOD*

FOCUSING ON COOPERATIVE LEARNING THEORIES, THIS BOOK HIGHLIGHTS THE JIGSAW METHOD AS A POWERFUL TOOL TO REDUCE COMPETITION AND INCREASE COLLABORATION AMONG STUDENTS. IT OFFERS CASE STUDIES DEMONSTRATING THE METHOD'S EFFECTIVENESS IN IMPROVING ACADEMIC ACHIEVEMENT AND SOCIAL SKILLS. TEACHERS WILL FIND STEP-BY-STEP GUIDANCE ON ORGANIZING JIGSAW ACTIVITIES.

3. *IMPLEMENTING JIGSAW: A TEACHER'S GUIDE TO COOPERATIVE LEARNING*

THIS PRACTICAL GUIDE IS DESIGNED FOR EDUCATORS WHO WANT TO INCORPORATE THE JIGSAW TECHNIQUE INTO THEIR TEACHING PRACTICE. IT COVERS LESSON PLANNING, GROUP FORMATION, AND ASSESSMENT STRATEGIES THAT ALIGN WITH COOPERATIVE LEARNING PRINCIPLES. THE BOOK ALSO ADDRESSES COMMON CHALLENGES AND SOLUTIONS WHEN USING JIGSAW IN THE CLASSROOM.

4. *LEARNING TOGETHER: THE PSYCHOLOGY BEHIND THE JIGSAW CLASSROOM*

THIS BOOK EXPLORES THE PSYCHOLOGICAL FOUNDATIONS OF THE JIGSAW CLASSROOM, INCLUDING SOCIAL INTERDEPENDENCE THEORY AND COGNITIVE DEVELOPMENT. IT EXPLAINS HOW THE METHOD FOSTERS EMPATHY, REDUCES PREJUDICE, AND ENHANCES COMMUNICATION SKILLS AMONG STUDENTS. RESEARCH FINDINGS SUPPORTING THE BENEFITS OF JIGSAW LEARNING ARE PRESENTED IN AN ACCESSIBLE WAY.

5. *JIGSAW IN ACTION: REAL CLASSROOM STORIES AND STRATEGIES*

THROUGH A COLLECTION OF STORIES FROM TEACHERS WORLDWIDE, THIS BOOK ILLUSTRATES THE TRANSFORMATIVE IMPACT OF THE JIGSAW CLASSROOM ON STUDENT ENGAGEMENT AND COOPERATION. IT PROVIDES PRACTICAL TIPS AND INNOVATIVE VARIATIONS OF THE JIGSAW METHOD TO SUIT DIFFERENT SUBJECTS AND AGE GROUPS. READERS GAIN INSIGHTS INTO OVERCOMING OBSTACLES AND MAXIMIZING STUDENT INVOLVEMENT.

6. *THE JIGSAW CLASSROOM AND DIVERSITY: PROMOTING INCLUSION AND RESPECT*

THIS TEXT FOCUSES ON HOW THE JIGSAW CLASSROOM CAN BE USED TO FOSTER INCLUSIVE ENVIRONMENTS THAT CELEBRATE DIVERSITY. IT DISCUSSES STRATEGIES FOR CREATING RESPECTFUL DIALOGUES AND REDUCING BIASES AMONG STUDENTS THROUGH COOPERATIVE LEARNING. EDUCATORS WILL FIND TOOLS FOR ADDRESSING MULTICULTURALISM AND EQUITY IN THEIR CLASSROOMS.

7. *COOPERATION IN THE CLASSROOM: MASTERING THE JIGSAW TECHNIQUE*

A COMPREHENSIVE RESOURCE THAT BREAKS DOWN THE MECHANICS OF THE JIGSAW TECHNIQUE AND ITS ROLE IN PROMOTING COOPERATION. THE BOOK INCLUDES DETAILED LESSON PLANS, ASSESSMENT RUBRICS, AND TIPS FOR FACILITATING GROUP DYNAMICS. IT ALSO REVIEWS EMPIRICAL STUDIES THAT DEMONSTRATE IMPROVED STUDENT OUTCOMES WITH JIGSAW LEARNING.

8. *THE JIGSAW CLASSROOM: A BLUEPRINT FOR CONFLICT RESOLUTION*

THIS BOOK EXAMINES HOW THE JIGSAW CLASSROOM SERVES AS A MODEL FOR RESOLVING CONFLICTS AND BUILDING PEACEFUL INTERACTIONS AMONG STUDENTS. IT HIGHLIGHTS CONFLICT RESOLUTION SKILLS THAT ARE NATURALLY DEVELOPED THROUGH COOPERATIVE GROUP WORK. PRACTICAL ADVICE FOR EDUCATORS ON INTEGRATING JIGSAW INTO SOCIAL-EMOTIONAL LEARNING CURRICULA IS PROVIDED.

9. *JIGSAW LEARNING: ENHANCING CRITICAL THINKING AND SOCIAL SKILLS*

FOCUSING ON COGNITIVE AND SOCIAL BENEFITS, THIS BOOK SHOWS HOW THE JIGSAW CLASSROOM ENCOURAGES CRITICAL THINKING, PROBLEM-SOLVING, AND EFFECTIVE COMMUNICATION. IT INCLUDES RESEARCH EVIDENCE AND CLASSROOM EXAMPLES THAT ILLUSTRATE HOW STUDENTS BECOME ACTIVE LEARNERS AND COLLABORATORS. THE BOOK ALSO OFFERS STRATEGIES FOR ADAPTING JIGSAW FOR VARIOUS EDUCATIONAL LEVELS AND SUBJECTS.

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