

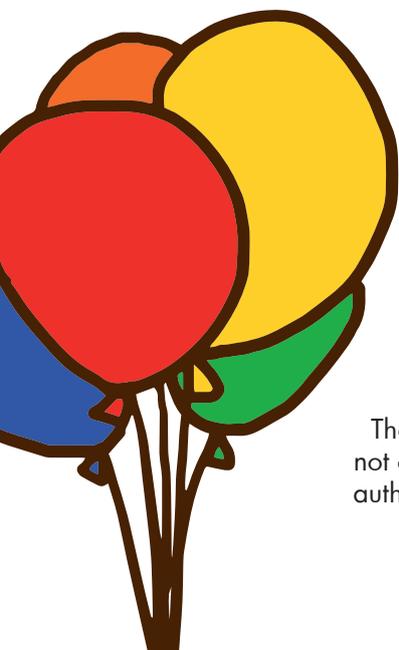


# FINE AT SCHOOL

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EUROPEAN PEDAGOGICAL MODEL  
FOR INCLUSIVE EDUCATION

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**INDEX**

1. FINE AT SCHOOL PROJECT.....	3
2. RATIONALE FOR THE HANDBOOK.....	4
3. AIMS OF THE HANDBOOK.....	5
4. INCLUSIVE EDUCATION IN FINE AT SCHOOL PROJECT.....	6
5. HOW TO USE THE HANDBOOK.....	7
6. EVALUATION OF THE HANDBOOK.....	8
7. ACTIVITIES AND HANDOUTS.....	9

**ACTIVITY**

1. MY & MY CONTEXT.....	11
2. PAINTING EMOTIONS.....	12
3. HEART JOURNAL.....	13
4. MIRROR OF EMOTIONS.....	14
5. SIMILARITY.....	16
6. RASH JUDGEMENT.....	18
7. A PRICELESS CAMERA.....	19
8. PRESTIGIOUS PROFESSION.....	21
9. SPIDER'S WEB.....	22
10. ARMORIAL BEARINGS / COATS OF ARMS.....	24
11. MATHEMATICS FOR A KID.....	26
12. BEANS.....	27
13. IN YOUR SHOES.....	29
14. WHEN THINGS GO WRONG.....	31
15. POSITIVE SELF TALK.....	32
16. POSITIVE SELF TALK.....	34
17. TODAY I MEET.....	35
18. GUESS THE RIDDLE: CAN MIME FIDDLE?.....	36
19. DEAR FRIEND, I'M WRITING YOU.....	37
20. LIFE SKILLS' POSTER.....	39
21. TRAIN COMPARTMENT.....	40
22. REAL LIFE.....	42
23. THIS IS ME.....	44
24. WISHES.....	45
25. POSITIVE/ NEGATIVE/ INTERESTING.....	46
26. ONE'S OWN BOSS AT LAST!.....	47
27. SPELL AGAINST ANGER.....	49
28. WHEN I'M ANGRY.....	51
29. CASINO.....	53
30. OPEN FIST.....	55
31. STRESS RELIEF.....	57
32. STRESS RELIEF.....	58
33. NOTHING FOR ME.....	59

## 1. FINE AT SCHOOL PROJECT

The FINE AT SCHOOL project is aimed at **promoting measures for early school leaving prevention, valorising diversity through methodologies which enhance pupils' emotional competences in school context.**

ESL can take root in the primary school relationship contexts and also within the family environments; in particular, it is important to concentrate the efforts on pupils who live in areas at risk or have disadvantage backgrounds, addressing specifically the educational and growth experiences of this age range.

Therefore educational policies and operational actions have to focus on pupils' emotional dynamics, caring for their like skills starting from primary school. With an "early" approach is possible to give a more significant contribution to the reduction of the whole early school living phenomenon, with an anticipatory positive impact on the further educational phases and with an improvement of the school-life environment.

Focused analysis carried out by FINE AT SCHOOL partners in their national contexts have stressed the need to work with a comprehensive transnational strategy, experimenting an evidence-based approach and involving actively pupils, teachers and families.

Considering this context, the FINE AT SCHOOL project sees as main objective the one of systematizing European pedagogical practices and tools, especially those ones based on inclusive approaches and on diversity of learning styles, fostering integration of children with complex backgrounds.

Specifically the project intends to:

- nurture pupils' emotional and social competences within learning environments that valorise diversities;
- improving competences of primary and secondary junior schools teachers in order to develop inclusive didactic paths caring for pupils' emotional and social growth;
- involving pro-actively parents in the actions for the enhancement of emotional competences and social skills of their children;
- promoting a permanent platform for peer learning and mutual exchange among national authorities in charge of school education, facilitating the adoption of common policies, measures and practices within the framework of ET2020.

To do this, partners are committed in making available for schools, families, experts working in the field of education innovative products, among them:

- **Participatory research on wellbeing at school**, with new indications about pupils' perception of learning environments, their emotional and life competences and learning styles.
- **Pedagogical practices and tools** with an experimentation protocol, to implement inclusive pedagogies for improving pupils' emotional and social competences.
- **Training curricula, courses and educational toolkits** for teachers and parents, outlining models for the enhancement of emotional and social competences in pupils.
- **Learning communities and stakeholder fora**, to exchange methodologies, tools, experiences, enhancing the co-creation of effective educational models.



- **Recommendations** for the implementation of the reference policy in EU Member States.
- **Testing and assessment formats and tools**, to share the experimentation phases and to compare results and impacts.

The project started on March 2017 and will end in February 2020.

## 2. RATIONALE FOR THE HANDBOOK

The necessity to develop a handbook containing sets of exercises and methodological proposals for teachers, results mainly from the conducted research, it is a form of transforming conclusions from research into specific postulates and solutions to pedagogical practice.

The first activity under the FAS project was the preparation and implementation of research in primary and lower secondary schools. Four research groups were identified in the study which involved a total of:

- 1017 primary and lower secondary school students aged 10 to 16;
- 54 youngest classes of primary schools - 1094 students up to 10 years old;
- 595 teachers;
- 852 parents / guardians of primary and lower secondary school students.

The study involved schools from large cities, small suburban towns and rural areas to get the widest and most complete picture of the situation of children at school.

Based on the experience in previous projects and the analysis of literature, we have identified the following research areas as very important and basic factors to counteract early school leaving:

- the school and its surroundings;
- school relations;
- students' well-being at school;
- the importance of "learning" for students.

The key part of the research was the assessment of social skills and emotional competences of students.

On the basis of the results we can say that students rather accept their school and feel good in it. However, analyzing the collected data, we have identified several areas that require further work and reinforcement among students:

- **Motivation for learning / learning disabilities** - Most students think that going to school is interesting only sometimes. In addition, students do additional work to understand the content provided at school, but the interest of students in expanding knowledge beyond the content provided at school is at an average level.
- **Openness and integration / inclusion** - the presence of students from other cultures in the student community.



- Self-awareness and development / Life skills - When it comes to life skills, the results show that students assess their life skills rather well. The students have a general idea of their own future, and some of them have specific plans for the future. However, a large group of students mentioned that they do not know their skills and strengths and it is difficult to tell them what they would like to do in the future.
- Assertiveness and dealing with conflicts - as research shows, almost half of students meet in a school with situation of violence - developing these competences is conducive to dealing with such situations. 1/5 of students say that it is difficult for them to say NO in situations in which they are being persuaded to do something they do not want to do. Students declare that they usually try to avoid conflict situations, which may be related to the fact that it is difficult for them to cope in such situations. Among other aspects of school life, teachers also paid attention to the prevention of problem and conflict situations as important element of students' school life.
- Empathy and emotional management - Sometimes it is difficult for students to explain to others what they feel. The same applies to the ability to deal with emotions. Also a large group are students who sometimes do not know exactly what emotions they feel at the moment.
- Coping with stress - Among many aspects of school life, teachers especially paid attention to coping with stress as an important element of students' school life.

In the context of the obtained results, there was a need to support teachers and educators in appropriate methodological and therapeutic competences, through the preparation of a proper handbook.

The handbook will fulfil the following functions: **informative** (will orient readers in the types of exercises and their purpose, give the material in an orderly, transparent and accurate manner, familiar with the work methods), **educative** (thanks to the exercises, additional competences will be developed, based on the methodological suggestions teachers will develop further exercises, they will show their creativity), **educational** (proposed exercises will contribute to the development of personality of the teacher, significantly improve the therapeutic impact), **compensative and corrective** (it will be possible to supplement and correct knowledge and develop skills in pedagogical therapy), **self-paced** (the handbook will become an element of professional improvement and self-education, it will facilitate teachers' pedagogical work).

### 3. AIMS OF THE HANDBOOK

The handbook represents a prototype which defines a new learning model for primary and secondary junior schools, based on inclusive didactics and on diversity of learning styles. Its main aim is to improve pupils' emotional and social competences and to create a learning environment within diversity is valorized and nobody feels excluded.

Supported by the Handbook, **teachers** and **educators** will improve their competences in working with students at risk and / or who have disadvantage backgrounds as immigrants, and their families, and this improvement will have positive impact on their general approach to all students and will support further development of their individual professional style. This will support teachers to fully realize and play their exact role in the process of dropout prevention. As a consequence a positive change of the school environment could be expected in making school more inclusive and perceived by parents and students as a real life environment, providing support according to the different students' needs and personally important objectives. This in turn

will help integration of learning in the students' life strategy and create prerequisites for active participation in the training process, motivation for higher achievements at school and individual development.

The **students**, as it is known, will share their experience and opinions with their circle of friends with reference to the new practices experimented at school and to the improvements these approaches and tools brought to them at personal and educational level. So, the positive opinions about school, learning, and teachers will be spread and considering that at this age peers influence most attitudes, a positive effect will be generated and multiplied.

With reference to **parents**, the Handbook will support a new attitude: they are expected to look upon the school as a reliable partner. Additionally, a different - positive and broader view about opportunities for development of their own child will be created, parents' capacity for providing support and partnership with teachers will be improved. The satisfaction with the positive changes in a given school shared with other parents will reflect in defining particular requirements from parents for the schools attended by their children thus stimulating other schools to change.

Finally, the involvement of policy makers in the project will support the systematisation of the didactic model and the implementation of the reference operative tools – specified at national level - on a broader scale in the regions represented in the partnership.

#### 4. INCLUSIVE EDUCATION IN FINE AT SCHOOL PROJECT

Successful inclusive education takes place primarily through accepting, understanding, and attending to students' differences and diversity, may it be physical, cognitive, academic, social and/or emotional. For inclusive education values diversity, it strongly believes in the unique contribution each student brings to the classroom and his/her/their potential as a learner, regardless any challenges they may have, when provided with high-quality instructions, interventions, and support. The learning environment must foster the students feel of safety and ensure for each of them to experience a sense of belonging. For this reasons, the inclusive education learning settings see as protagonists not only the students but also their family, teachers and educators. They all take part in identifying and achieving the learning goals as well as in the decision-making process that affects them.

Three key elements of the inclusive education are:

- **Training for teachers** in order for them to understand and better address the needs of all students.
- **Inclusive curriculum** fostering different approaches, stimulation multiple intelligences, valuing diverse cultures as well as relevant things and contribution by minority groups, adapting the curriculum to the learning style of students.
- **Parental involvement:** often limited to emails and occasional parents-teachers conferences, the involvement of parents in an inclusive learning path requires thinking of multiple ways to reach out to parents on their own terms.

Why is inclusive education important? Inclusive systems provide a better-quality education for all children and are very relevant when it comes to tackling discriminatory attitudes. Schools provide the context for a child first encounter with the world, beyond their families, allowing the development of social relations and interactions. Studies have proved how respect and understanding improve when pupils and students with

different skills and backgrounds socialize, play, and learn together. Educational approaches that exclude or separate perpetuate discrimination classically discriminated groups; when education is more inclusive, so are our concepts of civic participation and community life.

Inclusive education aims at creating the basis to ensure that students will acquire a greater awareness both regards their skills and inclinations and about fundamental values and social competencies addressing diversity in the learning environment, by adopting and integrating different approaches based on the emotional dimension of the school experience.

The activities devised in this manual support the wellbeing of pupils through fostering their life skills and the development of the emotional intelligence as a way to guarantee the achievement of pupils' potential in the classroom, offering them an inclusive education framework, capable to adapt and to respond to their learning needs and styles as well as enabling them to cope with challenges and obstacles.

As an example of this, the activities are organized according to the learning objectives and different life skills tackled and offer diverse tools and methods according to the inclusive education principle of flexibility, and students' multiple intelligences and diversity of learning needs and styles.

## 5. HOW TO USE THE HANDBOOK

The handbook represents a prototype which defines a new learning model for primary and secondary junior schools, based on inclusive didactics and on diversity of learning styles, with the aim of improving pupils' emotional and social competences and at creating a learning environment within diversity is valorized and nobody feels excluded.

To achieve this general aim, the model has been designed on the basis of the following requirements:

- learning approach;
- teaching/learning methodologies with reference to the different educational level;
- competences to be developed;
- expected results of the learning approaches with reference to the valorisation of diversity and preventing/reducing early school leaving;
- tools for developing approach and methodologies;
- demonstration prototype related to the learning model implementation.



In the next pages, several activities and handouts are going to be illustrated, with reference to specific pupils' age group and competences/skills to be developed. All these practices can be easily tested by teachers and educators who have at their disposal in each activity sheet, information about activity's area, methodologies, age group, duration, aims and objectives, materials and resources to be used and indications for preparing, implementing and follow up of the activity itself.

According to the project schedule, the partnership will provide to test for the first time activities and handouts between January and September 2019 by involving about 1200 pupils in a intervention modulated according to different age groups and to a winning methodology which considers the differences among individual

learning styles and pupils' emotional competences in school environment. The test will allow primary and secondary junior school children to "play" with themes as diversity, tolerance, inclusion, active citizenship, interculture.

Testing results will be then reported and shared among partners and will be collected in a final transnational report about the pedagogical model implementation. Report will contain the main quantitative and qualitative data and results of the testing activities, and the present Handbook will be revised accordingly.

## 6. EVALUATION OF THE HANDBOOK

The **Impact Assessment Plan** (IPA) will be the main instrument for measuring the impact potential of the European Pedagogical Model For Inclusive Education on short-, mid- and long-term perspective.

To assure the best possible and also sustainable realisation of these aims, the impact assessment activity makes visible what already has changed during the project's lifetime and what is still likely to be changed after the project has finished. The main questions to be answered is how the project's work and outcomes can and will determine educational and social settings in each of the partner.

So, the project provides to directly involve most relevant target groups (school managers, teachers, parents and policy makers) at monitoring, assessing and validating the learning model, including both the methods and the tools as early in the project as possible.

Methodologically, the project foresees a peer assessment procedure: in each of the pilot countries a peer of representatives of above mentioned target groups will be built up. These groups will meet regularly and will jointly give feedback concerning to which level they estimate real impact of the FAS model (including methods and tools); a main focus should be put on inclusive education in terms of pupils' level of wellness at school, perception of learning environment, emotional competences and life skills and awareness of their own learning style.

Based on the outcomes and results of the impact evaluation, the partnership will be able to create a report which include specific results about the following evaluation criteria:

- efficiency of the new learning model in preventing and reducing ESL;
- effectiveness of the new learning methods in enhancing pupils' wellness at school, perception of learning environment, emotional competences and life skills and awareness of their own learning style;
- quality of the interaction among teachers and students/teachers and parents;
- quality of the interaction between students;
- level of improvement in learning assessment;
- satisfaction level about new models of teachers/students and parents;
- level of integration of the performed activities in the institutional didactic activities of the schools involved.

## 7. ACTIVITIES AND HANDOUTS

N.	Title	Age group	Motivation to learn/learning difficulties	Openness and inclusion	Self awareness and development/ Life skills	Assertiveness and conflict management	Empathy and management of emotions	Stress management
1	<i>Me &amp; my context</i>	6-10						
2	<i>Painting emotions</i>	6-10						
3	<i>Heart Journal</i>	6-10						
4	<i>Mirror Of Emotions</i>	6-10						
5	<i>Similarity</i>	6-10						
6	<i>Rash Judgement</i>	6-10						
7	<i>A priceless camera</i>	6-10						
8	<i>Prestigious profession</i>	6-10						
9	<i>Spider's web</i>	6-10						
10	<i>Armorial bearings</i>	6-10						
11	<i>Mathematics for a kid</i>	6-10						
12	<i>Beans</i>	6-10						
13	<i>In your shoes</i>	6-10						
14	<i>When things go wrong...</i>	6-10						
15	<i>Positive self talk</i>	6-10						
16	<i>Positive self talk</i>	6-10						
17	<i>Today I Meet...</i>	11-16						
18	<i>Guess The Riddle: Can Mime Fiddle?</i>	11-16						
19	<i>Dear Friend, I'm Writing You</i>	11-16						



N.	Title	Age group	Motivation to learn/learning difficulties	Openness and inclusion	Self awareness and development/ Life skills	Assertiveness and conflict management	Empathy and management of emotions	Stress management
20	<i>Life Skills' Poster</i>	11-16						
21	<i>Train compartment</i>	11-16						
22	<i>Real life</i>	11-16						
23	<i>This is me</i>	11-16						
24	<i>Wishes</i>	11-16						
25	<i>Positive/ negative/ interesting</i>	11-16						
26	<i>One's own boss at last!</i>	11-16						
27	<i>Spell against anger</i>	11-16						
28	<i>When I am angry</i>	11-16						
29	<i>Casino</i>	11-16						
30	<i>Open a fist</i>	11-16						
31	<i>Stress Relief</i>	11-16						
32	<i>Stress Relief</i>	11-16						
33	<i>Nothing for me!</i>	6-16						



<b>ACTIVITY N°1:</b>	<b>My &amp; my context</b>
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<b>Area:</b>	<b>Self-awareness and development/Life skills</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	Individual exercise with painting Group sharing	<b>Duration:</b>	1 training hours in total 50 minutes per training hour

### Aims and objectives:

Students will learn how to recognize and identify the emotions they feel in certain situations.

Students will be more aware of themselves and will improve their self-esteem.

At the level of the classroom the empathic communication will be fostered and improved.

### Materials and resources:

- A3 sheets of paper.
- Crayons of different colours.

### How to implement the activity

#### Preparation:

Prepare all the materials needed for the activity.

Set tables and chairs for pupils so as to have an adequate space for them to paint individually during the exercise.

#### Implementation:

Split the group into 2 or 3 smaller groups, in each group they will first work individually and then discuss in the small group what they have worked on. Hand out the A3 papers to each pupil, they have to divide the paper into 4 parts, and in each part they have to draw:

- My family and I
- The school and I
- My real friends
- Who I am?

Once they have drawn, they have to put a title on each of the parts, and then identify each part with an emotion.

#### Follow-up:

Once you have finished the painting part of the exercise you can start a discussion to debrief the process with the students. For that, you can use the following questions:

- What emotions did you write in each context?
- How do you feel about the final result?
- What is your impression now that the exercise is over? Was it easy or difficult and why?

<b>ACTIVITY N°2:</b>	<b>Painting Emotions</b>
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<b>Area:</b>	<b>Self-awareness and development/Life skills/Openness and inclusion/ Empathy and management of emotions</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	Painting activity Group sharing	<b>Duration:</b>	1 training hours in total 50 minutes per training hour

**Aims and objectives:**

Students will develop their abilities for recognizing own emotions (negative and positive);

Students will gain a wider understanding about own emotions (negative and positive);

Students will learn and further develop their skills to change negative situation (emotion) into positive one.

**Materials and resources:**

- Songs you would like to use for the exercise.
- A3 sheets of paper
- Crayons of different colours.

**How to implement the activity**

**Preparation:**

Before stating the exercise the teacher should organize the space in the classroom, so every student has his/her own space for work, and prepare the materials.

It is also important to explain students (if they don't know) what are the basic universal emotions (sadness, joy, fear, surprise, anger and disgust) and give some examples of them.

**Implementation:**

Tell the students to paint or draw the feelings they experience when they lose control of themselves: rage, nervousness, fear, helplessness etc. Ask students to comment on their pictures. It is important that the feelings refer to themselves.

After the group had the chance to share a bit the previous process, a next step is to try to change this picture into a more positive one, e.g. by painting, adding other colors and shapes. Students have to try to change e.g. "aggression" into "friendship", "fear" into "self-confidence", etc.

**Follow-up:**

After finishing the previous work you can ask students to present their works and debrief what happened. The next questions can serve as a guide for you:

How did you feel doing this exercise?

Was it difficult or not to change the negative emotions into positive ones? Why?

How is it in real life for you to go through these so called "negative"<sup>1</sup> emotions?



<b>ACTIVITY N°3:</b>	Heart Journal
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<b>Area:</b>	<b>Empathy and management of emotions</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	Individual work	<b>Duration:</b>	10 training hours in total (during the whole school year) 60 minutes per training hour

### Aims and objectives:

The activity provides the following learning outcomes for students:

- to learn to recognize emotions, gaining awareness;
- to know how to express constructively own moods and perceived emotions perceived, through written verbal language or pictorial graph, leaving the expression of thoughts to emotional simple texts or compositions;
- to understand how emotions affect behavior;
- to promote a serene affective maturation.

### How to implement the activity

#### Preparation:

Teachers will prepare the material useful to carry out the activity. For example, they can provide some texts, drawings, images to paste on the notebook's pages, or ask to children to listen some songs, view some movies or comment them, talking about themselves and their experiences.

The main topics that will give the title to the various pages of the Heart Journal can be:

- I can feel many emotions
- Let's color emotions (sheet with drawn faces expressing different moods, to which the child will have to match the colors)
- I am a special child because...
- I can do many things...
- My heart is happy when...
- My heart is sad when...
- I like...
- I would like to be... an animal
- I would like to be... an object
- I would like to be... a color
- What are my wishes

**Implementation:**

During the school year teachers will invite children to express their thoughts, opinions, moods on the topics and emotional situations identified during the preparation. All of them are collected into the pages - or on individual sheets to be bound or placed in a binder - which will form the “Heart Journal of... (*name of the child*)”.

**Follow-up:**

The follow-up action focuses on dynamics, tools and activities, and includes:

1. reinforcing and anchoring of contents: the key topics will be resume in the curricular activities, enhancing and integrating as methodological approach;
2. evaluation of the activities, focused on
  - methodological-organizational aspects in the experimental operative start-up;
  - the attitudes of the pupils towards the approach, observing if and how the students have integrated life skills of empathy and emotional management into own behavior;
3. formal recognition of the learning objectives of the participants;
4. dissemination and exploitation of results, in order to
  - increase the awareness of the work done;
  - extend the impact of the activities carried out;
  - involve stakeholders and target groups;
  - share good practices, solutions and know-how;
  - develop new cooperation activities.



**ACTIVITY N°4: Mirror Of Emotions**

<b>Area:</b>	<b>Empathy and management of emotions</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	Role-plays circle time	<b>Duration:</b>	1 training hours in total 60 minutes per training hour

**Aims and objectives:**

In terms of learning outcomes for students, the activity aims and objectives will be:

- educating to emotions, control and regulation of one’s emotions;
- recognizing emotions in facial expressions, voice and body language;
- understanding the causes and the consequences of emotions;
- labeling the full range of emotions using a rich vocabulary;
- expressing emotions appropriately in various contexts;
- regulating effectively emotions to promote healthy relationships and the achievement of goals.

### Materials and resources:

- Light paper / sheets
- Felt tip pens
- Ribbons

### How to implement the activity

#### Preparation:

Using paper, felt-tip pens and ribbons prepare a band to tie to the forehead of each participant. On each band write a different emotion, for example

#### Implementation:

You should tie a band around the forehead of each participant, without allowing him to see what there is written. Once ready, the participants are invited to walk around the room and when they are in front of a partner they must mimic the emotion written on his/her band, without speaking, 'reflecting' it - like a mirror - in gestures and mimicry.

After about five minutes, the children sit in a circle and in turn have to say:

1. what emotion they think there is written on own ribbon
2. from which elements they have deduced their conviction.

At the end they remove the ribbon and find out if they have guessed.

Finally, the pupils are invited to reflect and answer the following questions:

- if in real life it is always easy to recognize the emotions of others
- are there different ways to express the same emotion?
- do they know someone who raises him/her voice when gets angry and someone else who is quiet or pouting?

#### Follow-up:

The follow-up action focuses on dynamics, tools and activities, and includes:

1. reinforcing and anchoring of contents: the key topics will be resume in the curricular activities, enhancing and integrating as methodological approach;
2. evaluation of the activities, focused on
  - methodological-organizational aspects in the experimental operative start-up;
  - the attitudes of the pupils towards the approach, observing if and how the students communicate more effectively, using words in critical situations where they would have used physical aggression and verbal abuse;
3. formal recognition of the learning objectives of the participants;
4. dissemination and exploitation of results, in order to
  - increase the awareness of the work done;
  - extend the impact of the activities carried out;
  - involve stakeholders and target groups;
  - share good practices, solutions and know-how;
  - develop new cooperation activities.

<b>ACTIVITY N°5:</b>	Similarity
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<b>Area:</b>	Openness and inclusion	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	30 minutes in total

### Aims and objectives:

The aims of the activity is to help students learn from experience that the things we look like are „harder“ to see than those we differ in, but they can be found suddenly, even when we do not expect them. The exercise will help students realize that similarities are the basis for future co-operation.

### Materials and resources:

- Flipchart, Bookmarks, Pens and Pencils, Appendix List of Questions to Pairs.
- Appropriate room (a large room where students can be divided into pairs and do not worry each other). It is also possible to use adjoining rooms.
- Alternatively, the exercise can be done outside the room, i.e. outdoors.

### How to implement the activity

#### Preparation:

The teacher divides the students into pairs (if there is an odd number, there will be a group of three people).

He asks the couple to find a suitable place in the room so they have some independence. When everyone is seated, the trainer provides the following instruction: „The task ahead is very interesting. Please keep in mind that you will have a strictly fixed time for your performance - so it's important to use it effectively. Your task will be to find similarities to each other. I will give you a few written questions to answer, then you can formulate your own questions. You'll probably find that there are many things you could ask your partner for. One of you will have to record the similarities you find. You have 10 minutes to complete this task. „

Some participants perceive the exercise as a race and tend to compare themselves with others. For example, you may often hear: “we have not found as many similarities as others.” Therefore, it is important to emphasize that each pair is separate, with more or less similarities and that is normal.



**Implementation:****Worksheet: List of Questions to Pairs**

In this exercise, your task is to find similarities to each other. Questions can help you. The aim is to give you an example, but you decide yourself.

1. Which season do you like most - spring, summer, autumn or winter?
2. What is your favorite subject at school?
3. Where do you like to rest?
4. Do you have brothers or sisters that are smaller / bigger than you?
5. What is your favorite animal?
6. What is your favorite color?
7. What is your favorite food?
8. What is your favorite drink?
9. Do you practice sports?
10. Which sport do you like the most?
11. Do you love the comedy?
12. What books do you read?
13. Which book is your favorite book?
14. What kind of music do you prefer?
15. Where did you travel?
16. What do you swear about?

Each pair receives a list of questions. Students note their answers in the app.

When time expires, the teacher invites them to unite in a circle. The couples stay together.

Each pair is asked to read the found similarities. Each presentation lasts 1-2 minutes.

When all presentations are completed, the teacher asks the last question: Why did we do this exercise, what is your goal in your view? In this way, the teacher finds out whether the pupils understand the additional purpose of this exercise other than the one originally envisaged - mutual acquaintance.

At the end of the exercise, the teacher summarizes the responses by informing the participants that "Similarities are Bridges to Cooperation."

**Follow-up:**

Depending on the found similarities teacher can form groups in the class consisting of students, who have similar interests. He can assign future tasks having in mind these groups. It could be classroom tasks or extracurricular activities. Similarities will be the basis for cooperation and unification.

If and when conflicts arise between students teacher can underline the similarities between the students and ask them to search mutual understanding.

<b>ACTIVITY N°6:</b>	<b>Rash Judgement</b>
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<b>Area:</b>	<b>Assertiveness and conflict management</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	30 minutes in total

**Aims and objectives:**

The aim of activity is to stimulate students to develop competencies of expressing themselves clearly, presenting well, listening and giving feedback. The role-play helps them to realize people often judge by the externals and how important it is to become aware of basic incorrect approaches in social interaction.

**Materials and resources:**

Sample Presentation Worksheet may be used (PowerPoint presentation).

The activity can be indoors/outdoors.

**How to implement the activity**

**Preparation:**

Teacher opens up the subject of social interaction.

**Social interaction**

- Individuals affecting one another, getting to know someone socially
- Everyone comes in touch with other people continuously.
- Two sorts of interaction:
  - CHANCE – It happens unwittingly, e.g., in the street, at school, etc.
  - PREMEDITATED – This involves conscious evaluation, e.g., exams, job interviews, competitions, etc.
- Interaction may be fraught with errors.



**Implementation:**

- a) Teacher lists some mistakes that people make, asks the class for their experience.

Examples:

1. Hello effect: One feature of a person gets our attention; it may be positive or negative. E.g., we judge someone by the marks he gets at school, or how he dresses.
2. First impression: We get our first impression the moment we meet the individual in person.
3. Logical error: We judge someone based on one personality feature. E.g., a tall man automatically is a defender of women; the prejudice against blondes (stupidity), etc.
4. Hold-back effect: We tend to judge people we like less harshly than others. Sympathy can be misleading.
5. Social status effect : Different behaviour to people from lower and higher strata of society. (e.g., professor, politician, doctor, manager, worker).
6. Projection: Self-projecting onto another person. E.g. parents would force their children to attend a particular college they wanted to go to (but could not or did not), push them into doing things they failed at, etc.
7. Prejudice and stereotypes: Established, false opinions distort reality. E.g., Germans are bad (based on the image of Germans from WW2)

- b) Teacher summarizes.

Questions for discussion:

Do you judge people by the way they look?

Did it ever happen to you that you were judged, too? Was it correct or incorrect?

Based on what were you judged?

What could you influence? What should you avoid while judging strangers?

**Follow-up:**

Students come in touch with other people continuously. Teacher reminds students not to judge people by the way they look, by first impression, prejudices or stereotypes. He advises them to avoid rash judgement. Teacher can organize from time to time sessions on which students share their experience and give examples of their everyday life for rash judgement and successful avoidance of rash judgement.



<b>ACTIVITY N°7:</b>	<b>A priceless camera</b>
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<b>Area:</b>	<b>Self awareness and development/Life skills</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	45 minutes in total

**Aims and objectives:**

The objectives of the activity are to stimulate students to develop the ability of finding and managing information, to learn how to define criteria and distinguish between them and to boost financial awareness.



### Materials and resources:

PC or laptop.

### How to implement the activity

#### Preparation:

This exercise may be delivered in two ways:

- straight in the class;
- set for homework.

Either option will work on individual as well as small-group basis; it is up to the teacher to decide.

This is a simple activity, with the teacher first instructing the class, then letting everyone deal with the task on their own: “You have put aside 200 Euros, and want to buy a new camera within your budget means. All you need to do is choose a camera suitable for your purposes, and available for 200 Euros or less.”

Teacher adds that students shall subsequently present a specific make and model of their chosen camera but also describe how they have made their choice.

The aim of the exercise is not to select the best available camera (price/performance) but to show that:

- o People approach choosing what they want differently.
- o They look for and process information in various ways.
- o They assign trustworthiness to sources of information differently.

#### Implementation:

Teacher asks the class a set of questions, e.g.:

- Was the camera body colour important to you? If so, which did you choose?
- Did you check on the camera weight and dimensions?
- What number of effective pixels did you require?
- Did you compare the sizes of sensors?
- Was optical zoom important to you, and its parameters?
- What lens f-number was acceptable to you?
- Did you look for the macro mode?
- What battery did you prefer?
- Was the camera supposed to be resilient, say, waterproof?

Next, teacher challenges the class: “Now try and assess how much you have succeeded in choosing a suitable camera.” In the following discussion, it should become clear that when choosing a camera, it needs to be clarified the purpose; that people are likely to have different preferences. (For some, the looks count more than any pixel count, while others will opt for the biggest available zoom regardless of camera size and whether they could stick it in their shirt pocket, and so on.)

Questions for discussion:

- What was the most difficult for you in this exercise, and why?
- What was the easiest part for you, and why?
- What criteria did you apply to choosing your camera, and what criteria do you apply in everyday life? Why specifically those?
- When choosing a product, how do you go about it?
- What information sources do you trust?
- What affects your choice?

### Follow-up:

Teacher can set for homework individual task. He/she can choose whatever useful product and ask the students to describe how they will make their choice to buy the product.

How did they approach choosing what they wanted?

What kind of information did they use and how did they process it?

Did they find the sources of information trustworthy?

Students discuss in class how they fulfilled their task and answer the above questions.

### ACTIVITY N°8: Prestigious profession

<b>Area:</b>	<b>Motivation to learn/learning difficulties</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	45 minutes in total

### Aims and objectives:

The objectives of this activity is to motivate students to learn and to clarify their professional orientation. It will help them to assess different professions from different angle and to determine their significance.

### Materials and resources:

- Pens and paper
- Cards worksheet

### How to implement the activity

#### Preparation:

- 1 Teacher has printed out picture cards with the names of occupations for all the students.
- 2 Teacher opens up: „*In the future, all of you will want to make money, set up a family and have a home of your own. People tend to choose such a job that would give them satisfaction, and that they could do well, with pride in their performance. No doubt money comes into this as well – who would not want to earn well? At the same time, there is a number of jobs that are unappealing, that you would not particularly want, and that do not improve one’s social standing.*“
- 3 Teacher hands out the picture cards with occupations. He asks everyone to rank the professions as per their usefulness to society, and write down the order from top to bottom.
- 4 Next, the teacher lets his students gather in groups (say, of four), and agree on their common ranking of the occupation then. Once done, groups merge so that the class is divided roughly into halves. Again, these super-groups have to reach an agreement on job rankings.
- 5 The two super-groups compare notes before the last task: It is for the whole class to agree on the rankings. However, this time the criterion is not how socially useful the listed professions might be but rather, they are to be ranked by what prestige they carry.
- 6 To conclude, teacher compares the resulting rankings, and discusses the experience

### Implementation:

Questions for discussion:

- What influenced you when doing the rankings?
- How did they differ based on usefulness vs. prestige?
- Which occupation is best paid? As for salaries, which of the two rankings would be closer to that made with the class. by salaries?
- What might a ranking based on physical and/or mental demands of those occupations look like?
- What would a ranking based on qualifications/degrees/years of study look like?
- When choosing a profession, how much are you influenced by its prestige, money involved, personal interests and your abilities?

### Follow-up:

Teacher can assign for individual homework students to choose a profession they haven't discussed and to assess it from different points of view: social significance, prestige, money involved, personal interest, knowledge, skills, competences.

In class students read about their choice and everyone makes ranking of the professions. Teacher writes on the board the ranking and summarises the results.

Then follows a discussion of the results.



**ACTIVITY N° 9:**

Spider's web

(What's your name?)

<b>Area:</b>	<b>Openness and inclusion</b>	<b>Age group:</b>	From 6 to 10 years old
<b>Methodologies</b>	Expressive and practical methods Techniques: interactive games;	<b>Duration:</b>	1 training hour in total 45 minutes per training hour

### Aims and objectives:

- Familiarizing with participants of group, getting to know names;
- Developing the attitude of openness;
- Developing the ability to establish positive social relations;
- Developing the ability to recognize group / team participants.

This exercise can initiate other fun activities to get know each other, depending on the assessment of the social situation in the group / class.

### Materials and resources:

Source:

Pawlak B., „Praca grupowa w edukacji wczesnoszkolnej”, WN UP, Kraków 2009

Wójcik E., „Metody aktywizujące w pedagogice grup”, Wyd. Rubikon, Kraków 2008

It is recommended that the classes take place in a room ensuring freedom of movement. Prepare a ball of wool and cards with the names of children from the group. The room should create the possibility of throwing a ball of wool to the group members.

## How to implement the activity

### Preparation:

#### Tips:

1. In the room should be tables, benches, or chairs placed in a circle.
2. The participants of the classes speak their name in a round, present themselves for a reminder or fixation (if it is the beginning of a joint work).
3. Each participant can pin or place a card with his/her name in front of him/her.

### Implementation:

The teacher/facilitator welcomes the group and initiates a conversation about the common learning / work and the need to get to know each other better.

Then the teacher / facilitator announces the exercise titled “Spider’s web”.

A ball of wool is needed for the activity; participants stand (sit) in a circle, one person throws a ball - holding the thread at the end - to the selected participant, giving his/her name (if he/she knows) or the person collecting the ball gives his/her own name. This is how the “spider’s web” is created by successive throws. Then you can apply throwing back - now from the end repeats the names of people to whom the ball was thrown.

#### Additional tips:

1. Time to complete the task (about 10-15 minutes).
2. It is worth watching over the group so that none of the students will be left out.
3. If the group is large, it is suggested to repeat the play twice, involving half the children each time.

### Follow up:

1. Discussion of the exercise:
  - Which names are the most often in our group?
  - Which name is the most difficult to remember?
2. Exercise can be continued through playing: “Hot chair”.

**“Hot” chair** - the trainer/facilitator invites the participants to the prepared chair (e.g. inside the circle) one by one and directs the request that the person introduce himself/herself and say three sentences about himself/herself (specify the time of expression (1 min) or determine that he/she will answer the following questions (examples):

- What is my name
- Why do I want to take part in classes?
- What kind of hobby do I have?)

If participants know each other well, you can opt out of the exercise or modify it (for example, participants \ in pairs and talk about each other (example): *This is Lucas.*; • *Lukas collects postage stamps.* • *His hobby is philatelic.*

#### Tips:

1. The above-mentioned techniques absolutely do not exhaust the set consisting of interactive methods, moreover they can be modified and adapted to the needs and circumstances of the classes. Applied in another phase, they can also have an energizing and activating function.

<b>ACTIVITY N° 10:</b>	<b>Armorial bearings / Coats of arms</b>  (Get know each other better)
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<b>Area:</b>	<b>Openness and inclusion</b>	<b>Age group:</b>	From 6 to 10 years old
<b>Methodologies:</b>	Expressive and practical methods. Techniques: interactive games.	<b>Duration:</b>	1 training hour in total 45 minutes per training hour

### Aims and objectives:

- Getting know the participants of the group and the teacher/facilitator and getting information about them, about their experiences and interests in order to better understand them;
- Developing the attitude of openness;
- Developing the ability to establish positive social relations;
- Developing the ability to recognize group / team participants;
- Implementation of self-reported statements, overcoming the fear of appearing on the group forum;
- Becoming aware of specific interests, strengths and presenting them to others;

This exercise can initiate other activities to get know others, depending on the assessment of the social situation in the group / class.

### Materials and resources:

Source:

Janowski A., „Poznawanie uczniów. Zdobywanie informacji w pracy wychowawczej”, „Fraszka Edukacyjna”, Warszawa 2002

Pawlak B., „Praca grupowa w edukacji wczesnoszkolnej”, WN UP, Kraków 2009

Wójcik E., „Metody aktywizujące w pedagogice grup”, Wyd. Rubikon, Kraków 2008

It is recommended that the classes take place in a room ensuring freedom of movement. The room should create the possibility of placing the chairs in a circle, use tables or pads during individual work (drawing), and present the artistic works (“coats of arms”) made by the participants.

### How to implement the activity

#### Preparation:

Tips:

1. Prepare as many work cards with a drawing of the coat of arms, as many participants is in the class plus the teacher/facilitator.
2. In the room should be tables or benches as well as drawing and colouring utensils.
3. The group is sitting in a circle. Participants in the class speak their name in turn, present themselves for a reminder or fixation (if it is the beginning of a joint work).

### Implementation:

1. The teacher/facilitator welcomes the group and initiates a conversation about the common learning / work and the need to get to know each other better. Exercise can also be used in a situation when the educator receives signals with a low level of group coherence, mistaken names, especially when the group / class has 25 children.
2. Next, the teacher / facilitator announces the “ARMORIAL BEARINGS” exercise.

He/She asks questions:

- *What is the armorial bearings / coat of arms?*
- *Do you know examples of coats of arms?*
- *What do they present?*
- *Why is this information presented on the coat of arms?*
- *What is the coat of arms for a given family, family or person?*

3. The teacher/facilitator explains to children what the “ARMORIAL BEARINGS” activity will consist of:

“I propose to you the game of “Armorial bearings”. Each of you will receive a card with a drawing of the coat of arms (shield of coat of arms), format A5. Each of you will think about what he/she would like to present to others through his/her coat of arms. After drawing (can be colorful, made with any artistic technique), tell about your coat of arms. Thanks to that, we will all get to know each other better. I will also prepare my coat of arms.”

4. The participants also present their coats of arms in the school gallery (exhibition space), then they individually go to that space and tell stories about what their coat of arms contains.

### Additional tips:

1. Time to complete the task (about 10-15 minutes)
2. The presentation of coats of arms can take place in the form of the so-called “round”.
3. The voluntary principle may be applied, i.e. the eager persons first express their opinions (at the same time other children gain trust, self-confidence, and observe their peers).

### Follow up:

Discussion of the exercise:

- a. What have you learned about yourself?
- b. Who has similar interests?
- c. What surprised you?

### TIPS

1. The above-mentioned techniques absolutely do not exhaust the set consisting of interactive methods, moreover they can be modified and adapted to the needs and circumstances of the classes. Applied in another phase, they can also have an energizing and activating function.

<b>ACTIVITY N° 11 :</b>	<b>Mathematics for a kid</b>
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<b>Area:</b>	<b>Motivation to learn/learning difficulties</b>	<b>Age group:</b>	From 6 to 10 years old
<b>Methodologies:</b>	Problem, practical and expressive methods; Techniques: practical exercises;	<b>Duration:</b>	1 training hour in total 45 minutes per training hour

### Aims and objectives:

- Enriching students' competences in key competences - creativity, initiative and entrepreneurship;
- Improving the ability to learn and solve mathematical problems;
- Developing the ability to encode information in a chosen way;
- Shaping the ability to solve problems identified or indicated by the teacher in a creative way;
- Coping with tasks; experiencing a sense of success;
- Awareness of own strengths.

### Materials and resources:

Source:

Harmin M., „Duch klasy; Jak motywować uczniów do nauki?“, CEO, Warszawa 2004

Helm J. H., Katz L. G., „Mali badacze-metoda projektu w edukacji elementarnej, Wyd. CODN, Warszawa 2003

Wiatrak E., „Pozwólmy dzieciom uczyć się“, IBE, Warszawa 2013

Tips:

1. It is recommended that the classes take place in a room ensuring free movement and work at the tables.
2. To realize the activity you need: coloured office cards (sticky notes) in the number of 3 or 5 for each participant of the class, crayons, checkered cards for each participant.





**ACTIVITY N° 12:** Beans

<b>Area:</b>	<b>Motivation to learn/learning difficulties</b>	<b>Age group:</b>	From 6 to 10 years old
<b>Methodology:</b>	Problem, practical and expressive methods; Techniques: practical exercises;	<b>Duration</b>	1 training hour in total 45 minutes per training hour

**Aims and objectives:**

- Enriching students' competences in key competences - creativity, initiative and entrepreneurship;
- improving the ability to learn and solve mathematical problems;
- developing the ability to solve perceived problems in a creative way;
- improving cooperation in the group;
- experiencing a sense of success.

**Materials and resources:**

Source:

Helm J. H., Katz L. G., „Mali badacze-metoda projektu w edukacji elementarnej, Wyd. CODN, Warszawa 2003

Tips:

1. It is recommended that the classes take place in a room that provides free movement and work at the tables or on the carpet.
2. To complete the activities you need: large bean seeds - gold or silver coloured (on one side), crayons, checkered cards for each group.
3. Groups should have up to 6 participants.

**How to implement the activity**

**Preparation:**

The teacher/facilitator places a large container with bean seeds in front of the children; preferably the variety that has large seeds. He/She talks with students about:

- What is this?
- What are these seeds?
- What is natural and what is artificial in them?
- How many are there? (Approximately: a lot, not enough).

Explanation of the task:

A game with beans. Everyone takes as many beans from the container as he/she can keep in their hands. Participants can propose their own game, arrangements showing any compositions, etc. They can create individually, in pairs or in groups.

### Implementation:

1. Students are divided into groups of 6.
2. Each group counts 10 beans. The rest returns to the general container.
3. The pupils sequentially enclose 10 beans in their hands, shake them, then throw them in front of them so that others can observe the colour scheme on grains: e.g. 6 white and 4 gold, 5 white and 5 gold, 3 gold and 7 white, etc.
4. The number of throws by each student should be determined; At the beginning it is proposed that each child should throw once.
5. All combinations in a given group are saved on checkered cards. Students read mathematical activities. E.g.:

S1; Student 1; 6+4

S2; Student 2; 5+5 etc.

7. Discussion:
  - What schemes were the most often in the group?
  - What schemes were the most often in the whole class?

### Tips:

- If 6-year-old children take part in the game, reduce the number of beans to 7 for the group.

### Follow up:

Discussion of the exercise:

- What drew your attention? (repeatability of some mathematical activities)
- What conclusions have you made during this exercise? (despite different numbers, the result is always 10)

### Tips:

- Students may use two-coloured tokens instead of beans (the top and bottom of the token should be in different colours).

**ACTIVITY N°13: In your shoes**

<b>Area:</b>	<b>Empathy and management of emotions</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	Communication Experience/Interactive Activities	<b>Duration:</b>	1 training hours in total 50 minutes per training hour

**Aims and objectives:**

Students will learn how to recognize and identify the emotions they feel in certain situations. Through experiences, children encourage self-awareness and develop life skills. The first step is to **teach them empathy**, because through empathy they can recognize and identify their emotions. Children need to recognize as well as identify the emotions and the main means to do it is empathy: the trait that allows to “walk in another person’s shoes”. Others involve helping children to foster a sense of themselves as caring people, by engaging them in activities where they can be generous and by modelling generosity toward *others ourselves*. **Empathic communication** will be fostered and improved to increase positive emotions and social connectedness.

**Materials and resources:**

- Communication
- Reading books
- Watching videos
- Poster and stickers

Annexes (resources):

<https://startempathy.org/resources/>

[http://startempathy.org/wp-content/uploads/2015/10/StartEmpathy\\_Toolkit.pdf](http://startempathy.org/wp-content/uploads/2015/10/StartEmpathy_Toolkit.pdf)

**How to implement the activity**
**Preparation:**

Children cannot simply be told about behaviours, like kindness and sharing, they must meaningfully experience them.

Before starting develop empathy in any meaningful sense, teachers create the conditions in which empathy can thrive.

First, teacher should <sup>1</sup>**create a safe space**, which means a trust-based environment that allows children to empathize. Then, teacher will <sup>2</sup>**change the desk mate position** to the students and will form pairs who do not know each other well enough. In this environment: vulnerability is a learning asset and emotional expression is encouraged. Self-understanding requires a basic vocabulary to describe feelings and emotions, what is commonly termed “emotional literacy”. Teachers are the mentors that have to **communicate** students **some thematic words** so to focus on words to identify emotions, as joy, fear, frustration, or curiosity. Moreover, children are ready <sup>3</sup>**to start watching short movies or listening to storytelling selected by the teacher**. Through this process children can take on new perspectives and recognize others’ thoughts and feelings. Thereupon, they can discuss those feelings with others. Using appropriate material and resources, selected and prepared by the teacher, children will be able to grow up emotionally and will acquire life skills useful for their daily life and in the future. Teacher has the stickers he will give to the students when he notices that a student has a kind / empathetic behaviour.



### Implementation:

The class does a short activity together, building class cohesion through empathic active participation.

**Communication:** teacher choose one feeling word and start a dialogue (e.g. what does “respect” look like in everyday practice?). Teacher and students identify specific behaviours that they can put in practice and hold themselves accountable for, taking turns in speaking, listening to other’s opinions, etc. (15 min).

Part of the activity is to alternate thematic **storytelling** and **watching short videos\*** as cause for reflections. Stories, as well as movies, enable people to *wear the shoes* of those whose experiences are different from others. It is through stories that children first step into an imagined world, and encounter characters, circumstances, and events they would never otherwise experience. Knowing others stories is a way to experiment empathy. (35 min)

When a child, during class, performs an act of kindness or benefits from one, he/she receives a reward (e.g. a flower sticker). A **poster** that shows a garden, called “Shared Yard” remains attached to the classroom’s wall. Flowers stickers make the garden blooming.

\*E.g. <https://www.youtube.com/watch?v=icIIUdTEQnU>

<https://www.youtube.com/watch?v=icIIUdTEQnU>

<https://www.youtube.com/watch?v=CQJz0sVtoYA>

### Follow-up:

Activities use a prevention-oriented approach by teaching students skills to identify and manage their emotions and to interact appropriately with others. The goal is for children to be happier, kinder and interactive as well as to make them grow encouraging self-esteem. Teachers will evaluate, once a month, the emotional behaviour by creating the conditions in which empathy can thrive, put in place kindness, was an example of how to take care of others, and has put into practice behaviours for learning.

At the end of the activities it is possible to notice improving in different facets and degrees of empathy in students. Moreover, emotional sharing (also called emotional contagion) is fostered, they have also developed empathic concern, which is the motivation to care for individuals who are vulnerable or distressed.

Eventually, perspective-taking, the ability to consciously put oneself in the mind of another individual and imagine what that person is thinking or feeling, is enhanced. Children, a period after lessons are finished (e.g. 2 months), in the conversation group showed greater advances in emotion comprehension, theory of mind, and empathy.

**ACTIVITY N°14: When things go wrong...**

<b>Area:</b>	<b>Stress management</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	Activities/strategies for managing stress	<b>Duration:</b>	1 training hours in total 50 minutes per training hour

**Aims and objectives:**

As children spend most of the day in classrooms, teachers can play a powerful role in limiting stress. A large part of social and emotional learning deals with helping students to learn about emotions, language and skills that will help them to successfully 'fix things up' when they go wrong. There are many **stress management techniques** which use coping strategies to deal with stress. Teacher can help students to build capacity as problem solvers. The main aim is supporting students assuming responsibility for their own behaviour and developing the skills to negotiate successfully the 'fixing' of things when they go wrong. Students will be able to define stress, explain sources of stress, discuss methods and plan for coping with stress.

When things go wrong, teachers can support children to avoid stress, implementing useful practices to keep emotions under control.

**Materials and resources:**

- Small paper shredder;
- paper;
- pens;
- a trash bin;
- CD player.

**How to implement the activity**
**Preparation:**

Pupils are often struggling to deal with stress; making them aware of how to recognize stress in themselves, and in others, will help them handle the situations much better. Because children spend most of the day in classrooms and they could experience stressing tasks, situations and relationship with classmate or also with teachers: when things go wrong, teacher/educator plays a powerful role in limiting stress. For this activity, teacher should <sup>1</sup>**prepare the classroom**, making it safe and moving the desks near the walls, in a circle, as often activities involve the use of the body. Then, teacher <sup>2</sup>**places tools**: a trash bin near the door and small paper shredder, paper and pens on desks, so that student can use them for the first activity (*Out of the door*) that aim at keeping children calm to connect with their own thoughts. Consequently, kids can share their thoughts with peer and teacher. Teacher invites <sup>3</sup>**children to take place at the centre of the room** (*Peer co-listening*). <sup>4</sup>**Rules for safe sharing** (\be respectful, no teasing, information shared is not talked about once activity ends, respect all feelings, ideas, opinions) are implemented by the teacher. At the end of these activities, teacher <sup>5</sup>**turn on the CD player** and children could listen to *classical music* and move around the classroom, taking <sup>6</sup>**physical stretching exercise recommended by the teacher**. It is important to involve both mind and body to take stress under control.

### Implementation:

**Out of the door:** place cards, pens and a trash bin by the classroom door. Ask each student to write a word, or a sentence, that represents something causing them stress and then put the card in the trash bin. The problem won't disappear, but the activity encourages them to leave stress outside the classroom and connect with their own thoughts

(5 min).

**Peer co-sharing:** before beginning, volunteers clearly demonstrate the activity. Encourage students to practice this method on their own amongst themselves for mutual support. Listening skills are taught and practiced: students should be in pairs (have students find a partner). Student #1 talks while student #2 simply listens (e.g. ask student 1 to share how they are feeling today and why? Or about any concerns or worries they are experiencing). After 1-3 minutes the students switch roles. Then, student #2 talks about the same question. After the pairs have shared, triads get together: student #1 talks while students #2 and #3 listen (e.g. ask Student 1 to talk about opportunities and solutions related to current issue or stressors he/she is experiencing or concerned about). Every 1-3 minutes switch until each student in the group has a turn to talk. (30 min)

**Listening to the music and keep kids moving:** to conclude the activity, students can benefit from moving around the room, working at stations, taking stretching breaks, etc. Moreover, studies show music helps people relax and classical music is great for the classroom. (15 min)

### Follow-up:

Teacher may follow-up by having students practice at other times (once a month). Encourage students to practice this method on their own amongst themselves for mutual support. Class discussion: rather than a quiz or test that is scored, a discussion helps identify understanding. It's important to make sure all students are able to demonstrate mastery here, so that no one is lost in the shuffle. Every single student has to get the attention he/she deserves. Thus, students may share with whole class their experience of sharing thoughts and feelings, while being listened to, and what it is like to listen intentionally without comment. The teacher also suggests each student to draw on the blackboard an expressive face (emoticon), depending on how much the student has been satisfied by the activity experienced. The facial expression drawn on the blackboard varies according to the satisfaction that the student reaches.

Teacher checks in, with students, to see if they feel any sense of relief, calmness, focus or less stressed as a result of the activity.

<b>ACTIVITY N°15:</b>	<b>Positive self talk</b>		
<b>Area:</b>	<b>Empathy and management of emotions</b>	<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	Lectures/Craft	<b>Duration:</b>	1 training hours in total 50 minutes per training hour

### Aims and objectives:

Unhelpful thinking makes it harder to deal with stressful things, but it is possible to change it into realistic helpful thinking and **positive self-talk**, which are good ways to manage the emotions. These attitudes increase positive feelings in students and therefore the ability to cope with stressful situations. It just means to approach in a positive and productive way. Activities of this module focus on building a strong sense of one's identity and exploring how self esteem can be nurtured and developed. After doing the activities children will be able to demonstrate a positive attitude, appear self-confident and have realistic expectations of self.

### Materials and resources:

- Communication
- Lectures: Self-talk about management of emotions
- Class discussion (Think-Pair-Share)
- Yarn
- Wooden Alphabet Beads

### How to implement the activity

#### Preparation:

Teacher starts the lesson by **1communicate with students**. Self-talk is the inner voice that goes on inside our heads throughout our waking hours. Teacher invites students to talk about real life challenges and situations. Talk about the challenges kids are going through and how they feel about those situations. Teacher directs the student to frame the situation *in a realistic way*, without negative thoughts, encouraging him/her to explore an optimistic point of view. With **2lectures**, teacher teach the difference from saying to yourself: “I’m an incompetent, I can’t believe I failed this test” or “I’m disappointed in how I did on the test but I’m going to talk to the teacher and study more next time”. **Positive self-talk** can have a big impact on how students think and feel. Over time, engaging in more positive self-talk can help reduce stress, improve self-esteem, increase motivation, inspire productivity, and improve overall mental and physical health. To get students better learn the concepts expressed in the classroom, the activity will end with **craft activity**. Teacher gives students the **3material to build their own bracelet**, with the word which reminds him/her a positive concept (“it is ok”), and that they can wear. The ultimate goal for kids is to develop a stronger sense of self-confidence, allowing them to become more independent and reach their individual potentials along the way.

#### Implementation:

**Model positive self-talk:** this task can be done in small groups, 1:1, or even in larger groups. **Teacher ask questions** like, “What can you learn from that situation?”, “What could the positive to that be?”, “What did you do right?” and “How could that help you for the future?”. Try to focus on the positive, what went right, and what can be learned instead of dwelling on the negative. Setbacks and failures are great times to use positive self-talk because they are the prime time for feeling down. Use these real-life situations to show how positive self-talk can help you get back up again when faced with a difficulty or disappointment (manage the emotions). Then, teacher try to **make examples** of conscious decision to focus on the good. He will explores the seven essential skills of resilience- emotional awareness and self-regulation, impulse control, optimism, flexible and accurate thinking, empathy, self-efficacy, connecting and reaching out. He will explain resilience and implement resilience building skills in classroom. (30 min)

**Crafts: teacher teach how to build a bracelet** using the alphabet beads to create a positive statement. Children can see on their bracelet positive words, or statement, which remind them the activity they had done. When children wear their bracelet, they can see, feel and remember positive thoughts.

Ideas for bracelets include concepts like: “It’s ok!”, “Yes I can!”, or “I can do this”, “I got this”, “I am strong”... (20 min)

#### Follow-up:

Teacher may have students discuss the use of the activities as they happen within the classroom. Periodically, teacher will review the student behaviour (proposes a real situation as a starting point for discussion) and ask for positive reinforcement examples observed in the student’s lives. Cooperative Learning activities: students work in a group to solve a problem or have a structured discussion.

<b>ACTIVITY N°16:</b> Positive self talk	
<b>Area:</b>	Stress management
<b>Age group:</b>	From 6 to 10 years
<b>Methodologies:</b>	practice stress managing strategies
<b>Duration:</b>	1 training hours in total 50 minutes per training hour

### Aims and objectives:

Kids face new experiences all the time. Teaching them positive self talk can be useful in building confidence, easing anxiety, and helping with attention and focus. Talk students about the power of self-talk and ask them how they feel when they hear positive and negative self-talk statements. Show them how they can identify with these feelings during situations in school. Positive self-talk can have a big impact on how oneself think and feel. Over time, engaging in more **positive self-talk** can **help to reduce stress**, improve self-esteem, increase motivation, inspire productivity, and improve overall mental and physical health. Educators and teachers can have a huge role in helping kids to develop a greater voice for positive self-talk.

### Materials and resources:

- Blackboard for teacher
- Protective bubble: no materials requested.
- Soft body exercise activity (mindfulness): no materials requested.

### How to implement the activity

#### Preparation:

For preparation of the activity, teacher need to quiet the usual pre-class chatter, close the door, and take a minute or two to create that focus. Then, teacher makes a list of questions to use in class or write on the board.

Prepares cards where students will write down their answer to the teacher question.

Prepares a safe classroom environment for mind and body exercises

#### Implementation:

Teacher writes the question on the board "Do you feel stress?". Teacher ask students to write their answers to the question (5 min)

Now divide students into small groups and have them share their writing.

Discuss as a class, sharing student answers and allowing students to share stressing experiences. (10 min)

**Protective bubble:** this activity models how to feel safe even when feeling stressed. Teacher instructs children to image they are in a big bubble that surrounds them completely. Inside the bubble are all the people and things that make them feel safe like family members, friends, pets. Let them sit for a few minutes as you prompt them to listen to how their bodies feel in a safe space that they can go to in their minds when they are feeling stressed. (10 min)

Then teacher start a **soft body activity (mindfulness)**: deep breathing exercises. Teacher introduces and demonstrates the concept of **deep breathing as a stress reduction strategy** that can be used in the present moment as well as an excellent skill to master to more effectively cope with future stressors. Teacher has all students stand with comfortable space among each other or seated in a chair. Stand straight up with feet shoulder-width apart. Arms and hands are relaxed downward. Focus on lower abdomen. Breath in slowly and deeply through nostrils. Slowly exhale through the mouth, blow out of the mouth as if blowing out a candle. Ask students how different their bodies feel after the exercise (25 min).



**Follow-up:**

Practice several times with the class until they achieve a comfortable competence with deep breathing. Encourage students to practice on their own as well (e.g. while they are waiting in line for something, sitting on the bus to school, at bedtime, etc.). Have students teach the deep breathing technique to a friend or family member. Once students develop this habit, they will automatically go into deep breathing mode and relaxation.

<b>ACTIVITY N° 17: Today I Meet...</b>			
<b>Area:</b>	<b>Self awareness and development/life skills</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	individual work circle time	<b>Duration:</b>	1 training hours in total 60 minutes per training hour

**Aims and objectives:**

The activity is aimed:

- to promote knowledge of the characteristics of one's own and of others that help to build pleasant relationships
- to encourage children to be aware of the relational network and the meaning it acquires in their life, where relationships - depending on "how many" and "how" they are - produce well-being and serenity
- to stimulate the ability to construct interpersonal relationships and skills both in the maintenance of the bonds and in the positive elaboration of the end of a relationship.

**Materials and resources:**

- Format (referred to the preparation)

**How to implement the activity**

**Preparation:**

Prepare a format with the following contents:

*Today I meet...*

*Think about four people you'd like to spend four afternoons with*

*Afternoon n. 1*

*Who did you choose?* \_\_\_\_\_

*Because?* \_\_\_\_\_

*What do you like about this person?* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Where are you going?* \_\_\_\_\_

*What do you do with this person?* \_\_\_\_\_

\_\_\_\_\_

*What would you like this person think about you at the end of the afternoon?* \_\_\_\_\_

\_\_\_\_\_

**Replicate three times**

**Implementation:**

Ask to the children to do the exercise, filling out the form(s).

Later arrange them in a circle and invite them to share with the group what they have written.

**Follow-up:**

The follow-up action focuses on dynamics, tools and activities, and includes:

1. reinforcing and anchoring of contents: the key topics will be resume in the curricular activities, enhancing and integrating as methodological approach;
2. evaluation of the activities, focused on
  - methodological-organizational aspects in the experimental operative start-up;
  - the attitudes of the pupils towards the approach, observing if and how the students have developed greater self-awareness;
3. formal recognition of the learning objectives of the participants;
4. dissemination and exploitation of results, in order to
  - increase the awareness of the work done;
  - extend the impact of the activities carried out;
  - involve stakeholders and target groups;
  - share good practices, solutions and know-how;
  - develop new cooperation activities.



**ACTIVITY N° 18: Guess The Riddle: Can Mime Fiddle?**

<b>Area:</b>	<b>Self awareness and development/life skills</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	circle time cooperative learning	<b>Duration:</b>	1 training hour in total 50 minutes per training hour

**Aims and objectives:**

- Developing the skills to express themselves through non-verbal communication.
- Strengthening “effective communication”.

**Materials and resources:**

- Chairs

**How to implement the activity**

**Preparation:**

Teachers prepare a list of emotions, thoughts, moods, even writing them on individual tickets that the students can draw by lot.

### Implementation:

The students are invited to arrange their chairs in a semi-circle. It's need to explain to them that the body is an important means of communication, able to express our moods, and through which we can confirm or even deny what was stated at the verbal level.

To each participant is assigned the task of expressing the emotion, the thought, the state of mind (suggested by the teacher or drawn by lot) only through the total use of the body, including facial expressions and look. The other participants will have to recognize the manifested content, or, contrarily, explain what attitudes have been misleading.

At the end, each one will be invited to describe in words what he felt in carrying out the exercise.

### Follow-up:

The follow-up action focuses on dynamics, tools and activities, and includes:

1. reinforcing and anchoring of contents: the key topics will be resume in the curricular activities, enhancing and integrating as methodological approach;
2. evaluation of the activities, focused on
  - methodological-organizational aspects in the experimental operative start-up;
  - the attitudes of the pupils towards the approach, observing if and how the students have strengthened communication skills, even non-verbal;
3. formal recognition of the learning objectives of the participants;
4. dissemination and exploitation of results, in order to
  - increase the awareness of the work done;
  - extend the impact of the activities carried out;
  - involve stakeholders and target groups;
  - share good practices, solutions and know-how;
  - develop new cooperation activities.

### ACTIVITY N° 19: Dear Friend, I'm Writing You

<b>Area:</b>	<b>Assertiveness and conflict management</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	individual work, circle time	<b>Duration:</b>	120 training hours in total 60 minutes per training hour

### Aims and objectives:

- To strengthen “effective communication”;
- to develop the ability to express own rights and interests in a socially appropriate and constructive manner, without affecting the rights of others;
- to accustom the pupils to express their feelings (both positive and negative ones);
- to increase the ability to request changes in the behavior of those with whom you interact, to express opinions contrary to those of the others, to say not at requests / pressures deemed unreasonable, to recognize own limits, to manage effectively criticism;
- to stimulate the reflection on problems and on conflicts both from the own point of view both that of the other one;
- to help to improve the use of mutual communication as a peaceful solution of conflicts.

### Materials and resources:

- Paper sheets and pens

### How to implement the activity

#### Preparation:

Explain the exercise and the implementation methods to the class.

#### Implementation:

Each student is invited to identify a conflict situation in which he/she is involved in the group-class, in family or with friends outside the school.

Thinking to the conflict, he/she will report in writing what he/she imagines the feelings and emotions of the other person are, putting in his shoes and giving voice to what the other feels intimately in the conflict situation.

The first part of the activity ends sharing the writings, without judging the content. The thoughts and difficulties experienced in bringing out and telling the position of the other will be highlighted.

Subsequently, each pupil responds with a new letter to the one written before. Socializing the answers, the children try to express how they felt and what difficulties they encountered in formulating own point of view in consideration of what they had expressed from the perspective of the other.

The resulting reflection will focus on the usefulness of the exercise for the understanding of what happens when one is in disagreement or quarrels, and how one can overcome the conflict through more effective communication.

#### Follow-up:

The follow-up action focuses on dynamics, tools and activities, and includes:

1. reinforcing and anchoring of contents: the key topics will be resume in the curricular activities, enhancing and integrating as methodological approach;
2. evaluation of the activities, focused on
  - methodological-organizational aspects in the experimental operative start-up;
  - the attitudes of the pupils towards the approach, observing if and how the students have strengthened own skills in effective communication, assertiveness and conflict management;
3. formal recognition of the learning objectives of the participants;
4. dissemination and exploitation of results, in order to
  - increase the awareness of the work done;
  - extend the impact of the activities carried out;
  - involve stakeholders and target groups;
  - share good practices, solutions and know-how;
  - develop new cooperation activities.





<b>ACTIVITY N° 20:</b> Life Skills' Poster			
<b>Area:</b>	<b>Self awareness and development/life skills</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	cooperative learning	<b>Duration:</b>	120 training hours in total 60 minutes per training hour

### Aims and objectives:

- To promote the knowledge of Life Skills, through their definition and sharing of meaning;
- to accompany students in acquiring awareness of their communication, interpersonal and emotional methods, and training Life Skills to become active skills in daily life.

### Materials and resources:

- Newspaper clippings, images, comics
- Posters
- Scissors
- Glue
- Felt-tip pen

### How to implement the activity

#### Preparation:

Teachers introduce the concept of Life Skills and illustrate their meaning and characteristics, underlining their importance in making the individual enable to effectively coping with the demands and challenges of everyday life.

To allow the activity to take place, the teachers prepare material made up of images from newspaper clippings, keywords, drawings that figure / represent Life Skills.

#### Implementation:

The class is divided into subgroups that are asked to combine with each Life Skills the contents of the material made available that best express them. At the end, the groups discuss in plenary the work done and starting from the definition and representation of Life Skills - try to list the concrete behavior in which each competence is translated, in order to connect the theoretical definition to real life examples, and get to a shared definition of Life Skills, expressed in the creation of a single poster that will be exhibited in the classroom to provide the students with a trace of the contents they will work on during the school year.

#### Follow-up:

The follow-up action focuses on dynamics, tools and activities, and includes:

1. reinforcing and anchoring of contents: the key topics will be resume in the curricular activities, enhancing and integrating as methodological approach;
2. evaluation of the activities, focused on
  - methodological-organizational aspects in the experimental operative start-up;
  - the attitudes of the pupils towards the approach, observing if and how the students have acquired awareness of own communication, interpersonal and emotional Life Skills, as active skills in daily life;
3. formal recognition of the learning objectives of the participants;
4. dissemination and exploitation of results, in order to
  - increase the awareness of the work done;
  - extend the impact of the activities carried out;
  - involve stakeholders and target groups;
  - share good practices, solutions and know-how;
  - develop new cooperation activities.



<b>ACTIVITY N°21:</b> Train compartment			
<b>Area:</b>	<b>Self awareness and development/Life skills</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	45-60 minutes

### Aims and objectives:

The objectives of this activity is to stimulate students to develop competences to express themselves clearly and present well, to develop communication skills by using non-verbal communication deliberately, to learn how to maintain contact and how to give feedback.

### Materials and resources:

For the nine main actors, roles description on A4 paper sheet as per the Passenger List Worksheet; for the rest, A4 sheets and pens.

### How to implement the activity

#### Preparation:

- a) Teacher arranges premises. He sets chairs simulating a train compartment. The selected eight actors get their roles, the ninth as conductor.
- b) The rest are given A4 sheets to take notes.

### WORKSHEET: PASSENGER LIST

People in the compartment:

1. Choleric, age 40, man, worker, on his way to work, irritated by everything, curses the government.
2. Melancholic, young woman, student, pregnant, travelling with her partner, in pain, need to open the vent, seeks comfort .
3. Phlegmatic, young man, partner of the pregnant woman (neglecting her), a bit simple, reads the newspaper.
4. Sanguinic, elderly lady, travelling with her granddaughter from a market (in the basket, she has some chickens, bags full of goodies), talkative, calming down the chirping chickens and the pregnant girl.
5. Granddaughter, inquisitive, age 5, extravert, all the time asking questions, wants to sit at the window.
6. Introvert, man, headphones on, learning a language, consulting a book, unable to find his ticket for the conductor, annoyed by the lively granddaughter, would like to sit at the window.
7. Extravert, young mum, bookseller, en route to see her doctor, well-read, communicates with the granddaughter, works with the conductor to resolve all the problems.
8. Inexperienced, young man, foreigner, bought the wrong train ticket, misunderstood by the Conductor, on a mountaineering expedition.
9. Conductor, acts decisively, follows the regulations, insists on performing his duties, conservative, withdrawn.



### Implementation:

a) Teacher introduces the game:

*„A group of eight people are taking a train ride. Each of them is a different personality, and they are to show themselves up for what they are. Once you are able to identify the type, you need to write it down – sanquinic, choleric, phlegmatic, melancholic, introvert, extravert; their profession, age, interests, problems, etc.“*

b) Directions for actors: *„You are on a train, all sitting in one compartment. Try to strike up a general conversation so that you could reveal who you are, what types of persons. During the ride, conductor comes along. Please maintain verbal as well nonverbal contact all the time – show me some interaction! I shall stand by, ready to help you.“*

c) The „ride“ takes about 20 minutes.

d) Once the teacher says so, it is over. Spectators then fall back on their notes made during observation, trying to identify who was who. Teacher manages the process (discussion). Ultimately, each passenger reveals who he was – or strived to be!

e) In the next lesson, teacher may sum up the activity and elaborate on the various personalities represented.

### Questions for discussion:

- What was easy about the task, and what was hard? Why so?
- Was there anything interesting you found out during the exercise?
- What took you by surprise?
- Which personality was the easiest to identify?
- Which personality was the hardest to identify, and why?
- Would you like to playact something similar?
- Did you identify with anybody?

### Follow-up:

In order to sustain the results this activity can be practiced regularly for example once in a month. Teacher can choose different characters. Every time the activity is followed by a discussion, when students answer the above questions. Teacher assesses the results and keeps record of the development of the abilities of the students to identify the types of the different personalities.



<b>ACTIVITY N°22:</b> Real life			
<b>Area:</b>	<b>Motivation to learn/ learning difficulties</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	45 minutes

### Aims and objectives:

The objectives of the activity is to develop motivation to learning in students and especially to learning how to better apply knowledge gained at school or elsewhere. It aims at stimulating students to using different sources of information and processing the aquired information.

### Materials and resources:

- Pens
- Flipchart sheets
- Worksheet –
- How to apply school knowledge in practice

### How to implement the activity

#### Preparation:

1. Before the exercise, teacher cuts the **How to apply school knowledge** in practice worksheet into slips and puts them in three envelopes.
2. Teacher leads in: “Do you ever feel as if you were learning things at school that you will never need in life? That you are sometimes wasting your time? Maybe you do not always realize that what you are doing at a particular moment is something you have learnt here.”
3. Teacher splits the students into pairs, and hands out to each pair a slip from the How to apply school knowledge in practice worksheet. He tells them:

“Think about what the needs and activities in your given area are, and discover how you use school knowledge and skills there. Make a note of knowledge and/or skill acquired at school, and how you apply it in practice. You have about five minutes to do so.”

#### Worksheet **HOW TO APPLY SCHOOL KNOWLEDGE IN PRACTICE (Example)**

Think about the needs and activities in your assigned area. Write down how you have made use in it of the knowledge and/or skills acquired at school.

##### **Your area: Shopping**

Think about the needs and activities in your assigned area. Write down how you have made use in it of the knowledge and/or skills acquired at school.

##### **Your area: House improvements**

Think about the needs and activities in your assigned area. Write down how you have made use in it of the knowledge and/or skills acquired at school.

##### **Your area: Hobbies and pastimes**

.....

### Implementation:

Helpful suggestions for teachers – Areas of application

- a. Shopping (arithmetic, price comparison, calculating actual amount of discount given as percentage, adding and subtracting when handling money)
- b. House improvements (maths – replacing the carpet, tiles, painting the interior; physics – electricity, etc.)
- c. Hobbies and pastimes (geography, history, etc.)
- d. Further studies/work (style and grammar, IT, foreign languages, specialist knowledge in various fields, etc.)
- e. Dating (literature – vocabulary, poetry, biology, etc.)
- f. Obtaining a student loan (basic economics, maths, etc.)

Teacher asks the pairs to present what they have got. He can encourage the others to complement the presenters with additional, relevant ideas. He makes a record on the flipchart of topics (curriculum subjects) that is being referred to. Finally, he sums up:

„Obviously we will agree that some of the stuff you learn at school can be very handy in real life.“

Questions for discussion:

Did anything take you by surprise?

Did you ever come to think about the things you do on everyday basis in terms of what you have learnt at school, be it knowledge or skills?

Can you think about another example when you have made use of what you learnt previously?

Teacher manages the discussion towards a conclusion along the lines of: Sometimes we think that what we are being taught is boring and useless, but in fact, it is not the case.

### Follow-up:

In order to sustain the results teacher can organize this activity on a regular base, for example once in a month. In the **How to apply school knowledge in practice** worksheet he can use questions having in mind the new material being taught in the different school subjects during the period elapsed. In this way students will get accustomed to using school knowledge and skills in practice and everyday life.



<b>ACTIVITY N°23:</b> This is me			
<b>Area:</b>	<b>Self-awareness and development/Life skills/Openness and inclusion/Assertiveness and conflict management</b>	<b>Age group:</b>	From 10 to 17 years
<b>Methodologies:</b>	Body movement Feedback Group sharing	<b>Duration:</b>	1 training hours in total 50 minutes per training hour

### Aims and objectives:

- To develop the skill of recognizing own emotions (negative and positive);
- To develop the skill of understanding own emotions (negative and positive);
- To develop the skill to change negative situation (emotion) into positive one.

### Materials and resources:

Try to use instrumental music (no lyrics) easy to be followed through body movement. It can be music that evokes nice feelings and sensations. You can follow this playlist in Spotify:  
<https://open.spotify.com/user/diegazorama/playlist/1NKJw0HaWD5a2kvZaSEGOL>

### How to implement the activity

#### Preparation:

Start the session implementing some body exercises that helps the students being conformable with body movement and dance in front of their peers. The ideal is to devote at least 30 minutes to different activities involving movement and dancing, this way the group will feel more at ease during the core part of the activity. For example, you can invite them to walk in straight lines, just making sharp movements, never using circular movements and turning around always using 90 degrees angles, it is a bit like walking like a soldier, walking with determination, confidence and motivation. Then after 5-6 minutes like that invite them to stop in some part of the room, and tell them just to move with symmetric type of movements. Correct them if they do it wrong. After 3-4 minutes, tell them to stop and to breath, being in contact with the feelings after such exercise. Then repeat the process with different ways of walking, more circular, round shapes, not straight at all, more curvy type of movements, also using softer ways of moving, more organic and less angular, than before. Then after 5-6 minutes tell them to stop somewhere in the space and invite them just to do asymmetric type of movements. Correct them if they get wrong. After 3-4 minutes, tell them to stop and to breath, being in contact with the feelings after such exercise.

Then repeat the process with different ways of walking, this time it should be more a chaotic way of moving and dancing, trying not to control the next move, trying to not think but just follow the impulses they may get. After 5 minutes tell them to stop somewhere in the space and invite them just to stop and to breath, being in contact with the feelings after that. What is the difference they noticed after the three type of movements.

#### Implementation:

Split the group in smaller groups of three pupils. Tell them to number themselves from 1 to 3. Number one is going to present to the others just by body movement when the music starts. The tittle of "this dance" (it is more movement of their bodies than a real choreography or dance) is "This is me". Keeping in mind this aspect they are invited to start the movement when the music starts. The other two are just playing the role of witnesses that have to observe and do nothing else. When the dance is over (each song should last about 3-4 minutes) the other two have to say what did they understood in terms of who the other person is, just by the observation of the type of movements. Allow 3-5 minutes for this and invite the second person, and after her, repeat the same process with the third one.



**Follow-up:**

Once the exercise is over go the last part to reflect and further debrief:

1. How did you feel during the exercise?
2. What feedback did you get from your peers and what is your impression about it?
3. Did you realize about something about yourself after the exercise?
4. How is it for you to introduce yourself without words, just with the movement of your body?

<b>ACTIVITY N°24: Wishes</b>			
<b>Area:</b>	<b>Assertiveness and conflict management/Empathy and management of emotions</b>	<b>Age group:</b>	From 10 to 17 years
<b>Methodologies:</b>	Non formal education Small group work	<b>Duration:</b>	1 training hour in total 50 minutes per training hour

**Aims and objectives:**

Students will develop their' skills on conflict resolution and contact without aggression.

Students will develop their capacity to mutually compromise and get into responsible commitments with other people.

**Materials and resources:**

- Sheets of paper (at least A4 and big papers)
- Pencils, markers.

**How to implement the activity**

**Preparation:**

Prepare all the materials needed for the activity. Set tables and chairs for pupils to have an adequate space for them to paint individually during the exercise.

Try to create a space for groups of three students e.g. one table and three chairs for every group, or sitting in-group of three on the floor but in the distance to the other group (in order to not disturb each other).

**Implementation:**

Split the group of students in smaller groups of 3 people. Each group occupies a separate table with a large piece of paper and small papers and writing utensils. Participants write down (on a small paper) their wishes on the topic given by the teacher. Everyone has his/her own piece of paper. Then, each of the trio talks about these wishes. The group of three students must choose only one wish.

After doing this task, tell the pupils sit in the circle and the whole team discuss these wishes and then choose only one of them - the most important, accepted by everyone. *Topics to which wishes can be addressed include e.g.:*

- *Where would you like to go after school classes?*
- *What would you like to eat for dinner in the cafeteria?*
- *What kind of fun would you like to carry out in the next class?*

### Follow-up:

After finishing the previous work you can ask students to present their works and debrief what happened. The next questions can serve as a guide for you:

- *Was it difficult to choose one wish?*
- *Who could convince others and how?*
- *Was it difficult to convince others? Why yes or no?*
- *Is everyone satisfied with this solution?*
- *Was a leader in the group?*
- *How would you describe the process of making decision?*
- *What emotions did you feel when you had to give up your wishes?*
- *What emotions did you feel when your wishes were chosen?*

<b>ACTIVITY N°25:</b>	Positive/ negative/ interesting		
<b>Area:</b>	Openness and inclusion	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	45 minutes

### Aims and objectives:

The objectives of the activity are to develop in students skills for:  
Obtaining and receiving information

- Processing information
- Applying information in practise
- Sharing information.

This activity will help students to identify and consider positive, negative and interesting aspects of a situation or problem. The aim is to stimulate creative thinking in students.

### Materials and resources:

- Chronometer

### How to implement the activity

#### Preparation:

Students should think about positive (P), negative (N) and interesting (I) sides of an idea. Teacher comes up with an idea. Then students think about it for a couple of minutes and take notes. Possible ideas may be:

- Smoking is banned from all public areas.
- Every family may eat meat only once a week.
- For energy saving purposes, all the heating systems will be shut down in all state buildings.
- A science person found out an inexpensive way to produce gold.
- Everyone older than 5 may vote.

**Implementation:**

1. Every student pairs up with a classmate and shares his/her opinions.
2. The ideas are shared in the class.

After the first step, new groups can be formed to evaluate the ideas. Smaller groups note down the other students ideas.

Questions for discussion:

- Are you satisfied with the outcome?
- What was your thinking process when you were commenting on the matter?
- Did anything surprise you?
- Did you learn anything interesting?



**Follow-up:**

Teacher can implement this activity with the students on a regular base. In this way students can get used to brainstorming ideas, making decisions quickly by analyzing and weighing the pros and cons of an idea or problem. Students will be able to reflect upon or evaluate a product or process after the fact. They can identify strengths and weaknesses for future improvement. This activity will help students develop critical thinking, focusing their attention, evaluating and analysing.

<b>ACTIVITY N°26:</b> One´s own boss at last!			
<b>Area:</b>	<b>Motivation to learn/learning difficulties</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	45-90 minutes in total

**Aims and objectives:**

The aims of the activity are as follows:

- to formulate a simple business plan;
- to assess student’s personality in connection with a suitable field of business;
- to develop skills specific to entrepreneurship.

The objectives are to stimulate developing a proactive approach and creativity in students, the ability to shape ideas into plans and bring them to fruition and the ability to accept risk.

The activity will be as complex as the minds of those performing it: Students with greater knowledge of business, finance, and economics are likely to be getting deeper down into the business plan details. Students with less knowledge in the sphere will be just sketching the business plan.

**Materials and resources:**

- Flipchart sheet (one per group)
- Worksheet: Business plan (each group; if advisable, for every individual)
- Sticky tape and highlighters for each group
- Chronometer (mandatory; e.g., kitchen timer - for elapsed time signal)

## How to implement the activity

### Preparation:

Teacher introduces the exercise by way of brainstorming, mind mapping or lecture on entrepreneurship within 3 – 5 minutes. Next, he splits the students into groups, at least 6 in a group; groups of 8 are optimal. All together they prepare the classroom for the activity, and teacher announces what is up for the rest of the lesson. Students will have to create a business plan, and present it to a “committee”. They receive worksheets with instructions. In them, they will make notes pertinent to the business plan and its presentation. They have 20 minutes to work on it.

### Worksheet BUSINESS PLAN(Example)

The government has decided to support start-up companies by offering would-be entrepreneurs a grant of 1 million. It is subject to the presentation of a detailed, tangible business plan.

### Task

Your group has to create a business plan, to be presented to a committee. Make sure your business plan is convincing and detailed; your personal position in the company should correspond to your capabilities and skills. The plan might address the following points: Field of business; What will you make and/or provide, what is your intention?; What form will your business take on?; Purpose of your company; What do you offer – products or services?; Where will the company be located?; Does the location have impact on your plan?; What do you need to start?; Financial projections, budget; Personnel; Tasks assigned to members of your team; Risks and threats.

### Implementation:

Once the time is up, teacher stops the work. He/she explains students have a business plan, but in the next 10 minutes they need to write the presentation of the plan on flipchart sheet. It should not exceed 3 minutes. How they will present is entirely up to them. They have to keep in mind that a lot of money is at stake, and without the grant they are unable to execute their business plan. They do not know who sits on the committee, but can assume that apart from some creative guys, there will also be number crunchers and devil’s advocates. Teacher starts the clock again.

As soon as 10 minutes are over, teacher stops all the work. He bids the groups to come forth with their business plans and present them to the committee. He reminds them of the criteria set and encourages everyone to follow the presentations closely. The audience should be ready with questions and/ or objections. Teacher makes clear that the final assessment of presentations and discussion on the plans will only take place at the end of the lesson. He says the committee’s existence is only token, and in fact all the students will be judging the plans. No one will interrupt the presentations or heckle the presenters. At the outset of each presentation, teacher starts the clock, minding the time so that every group has a fair crack at it.

Teacher devotes the last 5 minutes of the lesson to discussion with those who have managed to meet the criteria.

### Follow-up:

The activity can be followed by a discussion. Students answer and debate on the following questions:

- Which business plan took your fancy?
- Which business plan would have the biggest chance of succeeding in real life?
- Which was the most detailed plan?



- What would you recommend to the presenters?
- Which part of planning was difficult for you?
- Did you easily find your place in the company?
- Did anyone disagree with your position in the company?
- How did you come to think your business plan is the most valuable?
- Was it difficult for you to choose a field of business?
- Why did you make your exact choice?
- What sort of advertising would you use?
- What kind of information would you need to be more successful next time round?
- How important is the presentation – what would you say?

After a certain period of time teacher can repeat the activity. He monitors and assesses the progress students have made.



<b>ACTIVITY N° 27:</b> Spell Against Anger			
<b>Area:</b>	<b>Empathy and management of emotions</b>	<b>Age group:</b>	From 11 to 16 years old
<b>Methodologies:</b>	Talk; Practical action; Brainstorm; Game. Form of work: Individual; Group.	<b>Duration:</b>	1 training hour in total 45 minutes per training hour

### Aims and objectives:

- Improving students' competences in dealing with emotions;
- Ways to deal with anger;
- The student knows what anger is;
- The student knows that he/she has the right to feel angry;
- The student knows the ways of expressing anger.

### Materials and resources:

Source:

1. Portmann R. „Gry i zabawy przeciwko agresji”, Jedność, Kielce 1999
2. [http://static.scholaris.pl/main-file/869/zlosc-jak-sobie-z-nia-radzic\\_53639.pdf](http://static.scholaris.pl/main-file/869/zlosc-jak-sobie-z-nia-radzic_53639.pdf)
  - Art materials (white cards, crayons).

It is recommended that the classes take place in a room ensuring freedom of movement.



## How to implement the activity

### Preparation:

The teacher/facilitator introduces students to the subject of dealing with emotions and the topic of anger. Discuss what anger is, how students understand anger, if they can get angry. The aim of the discussion is to make students aware that anger is a feeling that they have the right to live, to express.

Example of questions:

- In what situations do you get angry?
- How do you show anger?
- How do you cope with anger?
- Do you often get angry?
- What body reactions accompany you when you feel anger?

### Tips:

1. At the end of this part, the teacher can give definitions of the anger according to the researchers.

### Implementation:

Students sit comfortably while listening to the teacher's words.

*Close your eyes and listen to your interior... Somewhere deep inside your body there is anger. Most often it is perfectly hidden, dormant. Sometimes, however, it unexpectedly exits outside, whether you like it or not ... Feel your anger ... Where is it now staying ... Go through the whole body ... How do you get your anger now? ... What is it doing right now?... Now, imagine that you could fill it with a magic pitcher ... Get that anger out of your interior, but be careful so that it does not wake up ... Fill it with a magic pitcher. Be careful not to let it down ... The pitcher will charm your anger ... When you pour it from it, it will be completely changed ... You'll see ... Empty the pitcher .... In what has your anger changed? An animal that quickly escapes? A tree with bent, shaky boughs? In a dinosaur that stands on its hind legs and makes dangerous noises? Into the rock, big and heavy, firmly set in the ground? Or maybe ... Listen to your interior.... Your anger has disappeared. You charmed it. You have mastered it. You are now free and calm, completely relaxed and satisfied ... You have overcome your anger ...*

### Follow -up:

After this trip to the land of fantasy you can spend about 20 - 30 minutes to paint anger in its new form, thereby "trapping" it in such a shape, outside the person.



**ACTIVITY N° 28: When I'm Angry**

<b>Area:</b>	<b>Empathy and management of emotions</b>	<b>Age group:</b>	From 11 to 16 years old
<b>Methodologies:</b>	Expressive methods; Techniques: interactive games;	<b>Duration:</b>	1 training hour in total 45 minutes per training hour

**Aims and objectives:**

- Improving students' competences in dealing with emotions;
- Developing the ability to recognize behaviours signaling aggression;
- Developing the ability to recognize, name and express feelings;
- Coping with anger;
- Self-cognition - raising awareness of the reactions of one's own behaviour to different emotions (with particular emphasis on unpleasant emotions);
- Increased awareness of other people's reactions combined with emotions;

This exercise can be included in the introducing, welcoming games or as an introduction to the subject of "anger and aggression".

**Materials and resources:**

Source: Portmann R. "Gry i zabawy przeciwko agresji", Jedność, Kielce 1999

It is recommended that the classes take place in a room ensuring freedom of movement. The room should have the possibility of placing the chairs in a circle.

**How to implement the activity**
**Preparation:**

The teacher/facilitator may initiate a conversation about aggression as an introduction to the topic of classes, for example with the help of the question: "What associations arouses the word "aggression" in us? Participants speak freely on the subject.

Then the teacher / facilitator explains to children what game WHEN I'M ANGRY is about:

"In this game, each of you will say *My name is ...*, and complete the sentence *When I'm angry I do: ...* in a motorized way - show the movement that you usually do when you are angry. Remind yourself of the situation when you were angry and think about how you reacted. Then when it comes your turn you will present this movement."

**Tips:**

1. In some groups it is worth to model / give an example to students, eg show own gesture / movement as na example eg clenched fist pointing forward (as if we wanted to hit).

### Implementation:

The group is sitting / standing in a circle. Children speak their name one by one and show what they are doing when they are angry, for example:

- *My name is Caroline. When I am angry, I do this:* she makes the move with her left hand as if she wanted to hit.
- *My name is Tom. When I am angry, I do this:* his right leg makes such a move as if he wanted to kick.
- *My name is Jacob. When I am angry, I do this:* he slaps his fists with both hands on his head.

Etc. until each student introduces himself/herself and makes his/her gesture.

### Tips:

1. You can ask students to show the most diverse gestures / behaviours so that they do not repeat the previous one.
2. Exercise will be a bit more difficult if we carry it out in a way in which every child has to repeat all the names and express the anger of his/her predecessors before he/she says what his/her name is and add to his/her gesture/movement of anger.
3. In a situation where children sit part of the movements is limited, or requires getting up.

### Follow-up:

1. Discussion of the exercise:
  - Are you surprised by any reaction? What?
  - What reactions help us in a situation of anger?
  - Would you like to change your way of reacting in a situation of anger? If so, for which? What can you do to change your reaction?
2. The exercise can be continued through game: *Have you seen an angry Tom?*

All children are sitting / standing in a circle, only one is in the middle of them. Suddenly he/she stops in front of any person and asks: *“Have you seen an angry Tom?”*.

The answer is *“Yes”*. Then the child standing inside the circle asks: *“And what did he do?”* The asked student now shows how Tom behaved when he was completely out of balance - some aggressive movement, full of rage sound or both; the other participants in the circle do the same. After finishing, they change roles and a new round of game begins.

### Tips:

1. Students can ask for other known, famous people (actors, singers, youtubers, etc.) instead of people from the class.
2. It is worth paying attention to students choosing next students who have not yet participated in the game, so that everyone is inside at least once.

<b>ACTIVITY N° 29:</b> Casino			
<b>Area:</b>	<b>Assertiveness and conflict management</b>	<b>Age group:</b>	From 11 to 16 years old
<b>Methodologies:</b>	Work in groups; Techniques: interactive games;	<b>Duration:</b>	1 training hour in total 45 minutes per training hour

### Aims and objectives:

- Reflection on what a conflict situation is;
- Improving students' competences in coping with conflict situations;
- Cooperation as a key strategy for coping in conflict situations;
- Developing cooperation skills;
- Developing negotiation skills;
- Self-cognition - raising awareness of the reactions of one's own behaviour to various situations (including conflict situations) evoking emotions;
- Increased awareness of other people's reactions in conflict situations;

This exercise can be attached to games in the field of coping in conflict situations, but also works in the area of negotiating and building strategies.

### Materials and resources:

To complete the exercise you need:

1. A board with a scoring table:

<b>4 red</b>	-100 EUR	
<b>4 black</b>		+ 100 EUR
<b>3 red</b> <b>1 black</b>	red + 100 EUR	black - 300 EUR
<b>2 red</b> <b>2 black</b>	red +200 EUR	black – 200 EUR
<b>1 red</b> <b>3 black</b>	red + 300 EUR	black – 100 EUR

2. A board/table on which you will write the results of individual groups (table of results).

Round	Group No. 1	Group No. 2	Group No. 3	Group No. 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

3. Four red and four black cards (one in each color for each group).
4. It is recommended that the classes take place in a room ensuring the free work of four groups - so that the groups can talk freely and do not hear each other.

## How to implement the activity

### Preparation:

The teacher / facilitator divides the group into 4 teams. It is important that each team has an equal number of participants (optimally 4-5 students). Each team also chooses its representative person, who in the next stages of the game will be able to negotiate with representatives of other groups.

4 groups occupy space in the room, as far as possible from each other.

The teacher introduces students to the exercise:

“Imagine you are in Las Vegas, in one of the largest casinos’ cities. Your goal is to join the world’s richest people. You will be playing in groups. Your task in the team is to collect as much money as possible. You can bet on the colors: red or black. How high your win will be depends on what other teams will be betting on, so please make your choices so that the members of the other groups will not hear them. You have tokens for the next 10 queues.”

Each group receives two cards: one black and one red.

### Tips:

1. It is important to make sure that the groups do not hear each other at the moment of setting the strategy, but that the teacher/facilitator can see each group and negotiators well.
2. The scoring table and table of results should be clearly visible to all groups.

### Implementation:

Each round looks as follows:

1. Each group discuss amongst themselves and looking at the score board decides which card (red or black) will show. After the discussion, students report to the teacher that they have made the decision and are ready.
2. On a sign of teacher/facilitator representatives of the groups put cards from the chosen colour in the air, so that they are visible to the teacher/facilitator and other groups.

Important note: teacher/facilitator should pay attention to students to show their cards at the same time to make the game fair.

3. Teacher writes the results obtained by each of the groups in the table of results.

Important note: it is good to count the results obtained from every round so that it is clear to the groups what team is winning.

Groups bet 10 times (10 rounds). For example, on the 5th and 9th round we allow negotiators between teams to agree on what they will do (what colors will show). Negotiators should negotiate in the second room, so that the groups will not hear them.

### Tips:

1. You can make 1 “trial” round so students can see what game is all about.
2. You can specify the time for students to make a decision (point 1 in each round), eg 2 minutes.



### Follow-up:

Discussing the exercise with students:

- What affects conflict resolution?
- What was easy and what was difficult in conflict resolution?
- What was the communication in this conflict and how did it affect the development and end of the conflict?
- What helps, what hinders constructive conflict resolution?
- What emotions accompanied the exercise?
- What can conflict look like?
- Which conflict resolution method was closer to you and why?
- How else could you solve it?
- What do we gain and what we lose by choosing individual ways?
- Are there always winners and losers?
- Why did the game end with this and not a different result?

### Tips:

1. It is important to make sure that the students “came out” of the imaginary situation and there are no negative emotions in them after this exercise.



<b>ACTIVITY N° 30: Open Fist</b>			
<b>Area:</b>	<b>Assertiveness and conflict management</b>	<b>Age group:</b>	From 11 to 16 years old
<b>Methodologies:</b>	Expressive methods; Techniques: interactive games;	<b>Duration:</b>	1 training hour in total 45 minutes per training hour

### Aims and objectives:

- Providing basic information about assertive behaviour.
- Learning to recognize own behaviour.
- Awareness of the group pressure mechanism and learning to say “no”.
- Personal development and development of self-awareness.

Student as a result of classes:

- explains what is assertiveness.
- list the types of behaviour.
- identifies the style of own behaviour.
- can refuse assertively.

### Materials and resources:

Source: Bożenna Lewandowska „Zachowania asertywne – scenariusz zajęć warsztatowych dla uczniów III klasy gimnazjum”; <http://www.edukator.ore.edu.pl/260/>

It is recommended that the classes take place in a room ensuring freedom of movement.

## How to implement the activity

### Preparation:

The teacher/facilitator may start a conversation about assertiveness as an introduction to the subject of classes, for example with the help of the question: “Who can explain what the assertiveness is?”

Participants speak freely on the topic.

Then the teacher / facilitator divides students in pairs. It would be good if the children in these pairs were chosen according to the key: we do not know each other well, we are not the best friends, etc.

Then the teacher / facilitator explains to children what the game OPEN FIST is about: Person B clenches his right fist. Person A has the task of persuading B to let B open his/her fist. Later they change roles.

### Implementation:

The teacher / facilitator asks pupils to determine who is a person A and who is a person B in the pair. A person B tightens a fist and the person A tries to persuade him/her to open his/her hand. After a while, the partners change roles.

Suggestions for students:

- Open the fist only when you are fully convinced.
- Do not use force, any threats are not allowed.

Tips:

1. You can limit the time, e.g. “I give you 5 minutes to convince your partner to open his/her hand”.
2. Pupils can speak verbally, but some may want to use force to open a fist of his/her partner, so be careful when it comes to safety during game and respecting other people.

### Follow-up:

1. Discussion of the exercise:
  - What convinced you to open the fist?
  - What was not convincing to open the fist?
  - What were your motivations during the exercise?
  - Are you surprised by any reaction? What?
  - Would you like to change your way of persuading at this moment? If so, for which? What can you do to change this way of persuasion in the future?
2. The exercise can be continued by discussing the topic of assertiveness.

Assertiveness is the skill by which people openly express their thoughts, feelings and beliefs without disregarding the feelings and views of their interlocutors. In conflict situations, assertive skills allow you to reach a compromise without sacrificing your dignity and giving up values. Assertive people can say “no” without feeling guilty, anger or fear. Assertiveness is a key skill when you need to resist the pressure of an individual or group, for example on alcohol, cigarettes or drugs.

We distinguish three basic styles of behaviour towards other people:

- I - submissive behaviour when we set the interests and rights of others above ours;
- II - aggressive behaviour, when we set our interests and rights higher than others;
- III - assertive behaviour, when we set our interests and rights on the same level as the interests and rights of others.

<b>ACTIVITY N°31: Stress Relief</b>	
<b>Area:</b>	<b>Empathy and management of emotions</b>
<b>Methodologies:</b>	Questionnaire/ communication
<b>Age group:</b>	From 11 to 16 years
<b>Duration:</b>	1 training hour in total 50 minutes per training hour

### Aims and objectives:

For school teachers, increasing students' capacity for empathy is complicated by the fact that most young adolescents (11 – 16) experience an extended “inward” period of development, in which individual identity is an important-at times, paramount-focus. Lost in the storm of adolescent social-emotional growth, students don't think much about how others feel. During lessons, teachers will explain to the students theoretical and practical notions. At the end of the lessons, students will be learn as follow:

- how to recognize and identify the emotions they feel in certain situations.
- more aware of themselves and will improve their self-esteem.

At the level of the classroom empathy and management of emotions will be fostered and improved.

### Materials and resources:

Preliminary form with questions.

### Implementation:

Give the questionnaire to students. Teacher, with all the students, discusses how each one can follow the behaviours suggested from questionnaire to show empathy toward others (e.g. when you listen to others, not interrupting the speaker, and asking follow-up questions can show that you're making a genuine effort to understand what they're going through. What other behaviours might show someone that you are being an empathetic listener?). Then, students are going to practice what they have learned about being empathetic. (20 min)

Pair up with a classmate.

Student tells the partner one of the following: an embarrassing moment, a time he/she was scared or something that made him/her sad. If he/she is not comfortable sharing a real-life experience, he/she may pretend to be a fictional character and tell his/her story. Student's partner should practice being empathetic as he/she is listening to the story.

Then, switch roles: practice being empathetic as the partner tells student what he/she experienced. Student, with partner, discuss how he/she showed empathy toward him/her, how it made feel and what wish he/she had done differently. Use statements like: “I could tell you were really listening to me because you didn't interrupt me during the entire conversation, and that made me feel like you care.”

At the end of the activity, teacher ask students what they have learned about sharing feelings/emotions and empathy. (30 min)

### Follow-up:

Once you have finished the painting part of the exercise you can start a discussion to debrief the process with the students. For that, you can use the following questions:

- What emotions did you write in each context?
- How do you feel about the final result?

- What is your impression now that the exercise is over? Was it easy or difficult and why?

Class discussion: rather than a quiz or test that is scored, a discussion helps identify understanding. It's important to make sure all students are able to demonstrate mastery here, so that each student has the possibility to learn issues taught in class.

<b>ACTIVITY N°32: Stress Relief</b>			
<b>Area:</b>	<b>Stress management</b>	<b>Age group:</b>	From 11 to 16 years
<b>Methodologies:</b>	Brainstorming/ Communication and practical activity	<b>Duration:</b>	1 training hour in total 50 minutes per training hour

### Aims and objectives:

During this lesson, students will discuss the meaning of stress, and brainstorm the causes of stress for people of their age. They will rate how stressful they find different situations; learn a simple breathing technique to deal with stress; and, in groups, develop a list of coping strategies

At the end of the activity, student will be able to:

- identify causes of stress for school students;
- recognize that people have different ways of perceiving the same situation (stressful or not);
- identify one or more healthy ways to reduce stress.

### Materials and resources:

- Slides
- Bag
- Cans
- Labels



### How to implement the activity

#### Preparation:

Teacher prepares thematic slides and questions to discuss during brainstorming activity (e.g. What is stress? What is distress? How many stages does the body go through? What are some stress management skills? ).

The teacher takes care of preparing both the bag that will contain the *emotional cans* and the labels to be affixed to the cans.

#### Implementation:

**Brainstorming.** Explore the concept of stress. Teacher shows students a PowerPoint slide presentation that explains the idea of stress and stressors. Brainstorm to come up with different situations that students consider "stressful". Teacher write these on the board. Discuss if any of these situations can be avoided. (20 min).

**Bag it:** after discussed stressful situations, effects of stress on the body will be showed. Teacher asks the class what kind of emotions is felt when they are stressed. Teacher put 6 cans on the front table, labelled with a different emotion such as mad, sad, scared, frustrate and ignored.



Students will be asked what feelings they have felt in the past day. If they felt any of the emotions listed on the cans, then they can put them in the bag. They must carry the bag around on their back for the next 5 minutes. This adds a lot of weight to their back. It is not a good feeling to have to carry this around. It will visually show the class that stress has a harmful physical effect on people's bodies. Teacher then talk about ways to manage stress. There are certain behaviours they can choose and will help to eliminate or reduce the stress in their lives. These behaviours are also good for their health. Students will come up with ways to manage stress for each situation. (30 min)

### Follow-up:

At regular intervals, students will hand in the worksheet that describes their stressful situations and stress management skills to help their stress. The teacher will be able to evaluate what they learned about stress management. Their participation in class will also help determine what they understand about the concepts being taught.

<b>ACTIVITY N°33:</b>	Nothing for me		
<b>Area:</b>	Stress management	<b>Age group:</b>	From 6 to 16 years
<b>Methodologies:</b>	role-play	<b>Duration:</b>	45-60 minutes in total

### Aims and objectives:

The aim of the activity is to encourage students to avoid verbal as well as non-verbal aggression, to boost the ability of tactfully refusing disagreeable views and/or proposal and to develop the ability of recognizing both verbal and non-verbal means of manipulative communication, how to deal with it, and express oneself clearly and present well.

### Materials and resources:

- Pens and paper
- Scissors
- Hat (box)

### How to implement the activity

#### Preparation:

1) Teacher leads in: *„From time to time, we all have experienced hearing unpleasant orders, bans, or recommendations, and have witnessed situations when we are flabbergasted by the behaviour of the participants.“*

2) Teacher continues: *„Now to your task. Try and write down any unpleasant order you could think of, e.g., Come in front of the class, and no excuses!; or a reproach, like You have messed up again!; or a ban, like Stop smoking here!; or false information, etc. You can fall back on your personal experience, but also draw on films, books, and other sources.“*

3) The individual statements are subsequently cut out, folded up, and put in the hat (box).



### Implementation:

Teacher continues: „Next, each of you will draw one item from the hat, choose some classmates to help him, and act out the situation in such way that he would not react with aggression, attack, or manipulation. The rest of us will assess the skit, and discuss what other options there might be to react smoothly.“

Questions for discussion:

- What was easy about the task, and what was hard? Why so?
- Where did you struggle?
- Did any of you personally experience similar situations?

### Follow-up:

Teacher could share with the students some valuable pieces of advice to develop a strategy to use when confronted by angry people if it is relevant. For example:

- remain calm and respectful
- using a low, calm tone of voice and a slow pace
- listening – don't intervene
- using active listening skills (eye contact, nodding of head, open body position)
- paraphrasing and summarising what they are saying, picking out any key points and saying them aloud
- apologising without accepting blame
- agreeing with the person – without assuming any blame, listen for things you can agree with and express this. For example: 'You're right'; 'I agree, it would be frustrating not to .....'; 'I accept that you are really disappointed by .....';
- not debating the facts while the person is still angry.

After a period of time teacher

invites the students to share their experience on whether and how they have managed to use these techniques in certain situations.



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