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METHODOLOGY GUIDE BOOK



HABITS FOR SUCCESS

KEY ACTION 2: COOPERATION FOR INNOVATION AND
THE EXCHANGE OF GOOD PRACTICES
STRATEGIC PARTNERSHIPS FOR SCHOOL EDUCATION

2019-1-PT01-KA201-061277



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The European Commission support for the production of this publication does not constitute an endorsement of the content which are the sole responsibility of the “12 Habits for Success” project consortium and can in no way be taken to reflect the views of the European Union.

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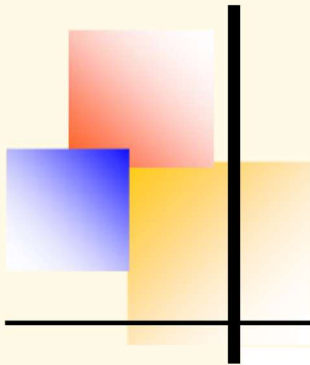
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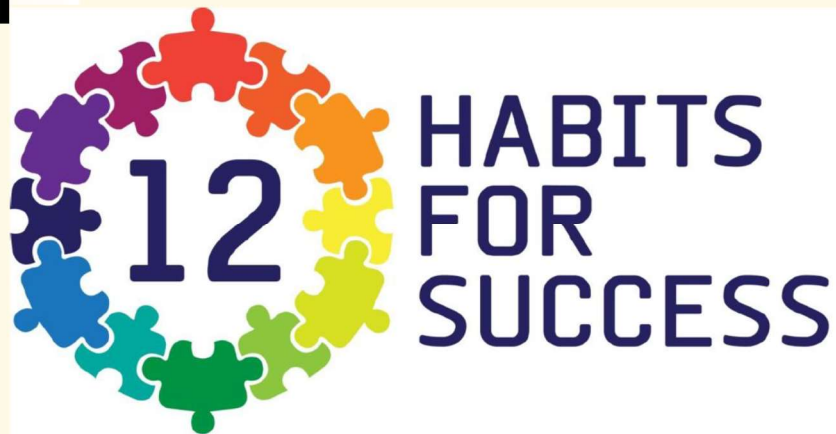
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**METHODOLOGY
GUIDE BOOK**



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Intellectual Output 1



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INTRODUCTION

The need for teachers to incorporate active learning techniques in the classroom is becoming increasingly evident as passive learning is examined. The consensus is building that the problem with lectures may be that students passively write down information without ever thinking about the material.

In addition to descriptions of teaching techniques provided by the literature, several theories explain why active learning is superior to passive learning (DeNeve & Hepner, 1997). Passive learning occurs when students use their senses to take in information from a lecture, reading assignment, or audiovisual. This is the mode of learning most commonly present in classrooms. Advantages of active learning include: May increase critical thinking skills in students, enables students to show initiative. Involves students by stimulating them to talk more, incorporates more students input and ideas, more comfortable with assessing student learning, and better meets the needs of students with varying learning styles.

Active learning and passive learning have advantages and disadvantages. But take note that Active students are better than passive students since they incorporate their knowledge into practice. Usually, passive students only receive knowledge, but their application of knowledge cannot be seen. Furthermore, we can see the urge of active students to learn more, to get more knowledge, studying is their desire while passive students do not show any passion for learning the things thought in class. Third, teachers are more likely to favour active students since they are assured that active students listen attentively during classes. There are more advantages to being an active student than a passive student.

Although effective teaching is fast becoming synonymous with the facilitation of active learning techniques, the research literature regarding the actual efficacy of various teaching methods is sparse. An indication of this emphasis is seen in the proliferation of literature focused on active learning.

The purpose of this guide book is to describe an innovative classroom technique and to assess its effectiveness in comparison with traditional lectures. The innovative classroom technique, called a role-play simulation, combines features of conventional role-playing and simulation methods. We will also describe ways this classroom technique can be applied to different subjects. Given the need for evaluation of active teaching and learning techniques, we also report a more rigorous assessment of the role-play simulations.



THE METHODOLOGY GUIDE-BOOK

This METHODOLOGY GUIDE BOOK, designed and completed in the scope of the «12 Habits for Success» project, is a collection of materials and practices, techniques, approaches, methods and exercises specially adapted to the needs of students in each partner country.

All educational materials and approaches are divided once by partner countries and then in two parts:

General – containing educational materials valid for the four age groups: 6-10 years old, 10-14 years old, 14-16 years old, and 16-19 years old).

Group specific – containing sets of educational materials related to each group specifics.

It will include useful approaches and good-practices used by educators when working with their students in the sphere of inclusive education.

All descriptions and elements were compiled by the leading partner - **Maria Irene Tiago from Escola Básica Gonçalo Mendes da Maia, PORTUGAL** - into a comprehensive guide with three separate chapters: **General, Specific/EXTRA ACTIVITIES** and **GLOSSARY**.



THE PROJECT

The 12 HABITS FOR SUCCESS project combines the efforts of eight organisations (six schools and two training providers) from five European countries - Belgium (BE), Bulgaria (BG), Italy (IT), Portugal (PT), and Romania (RO) - in an attempt to create a unique and innovative educational tool to support teachers in their daily work and students to be engaged in their achievements, development and success.

The idea of 12 HABITS FOR SUCCESS project has emerged from challenges schools and teachers in our partnership face in empowering their educational materials and approaches for habits and engaging their students for delivering habits building and personal growth, that is, to succeed as lifelong learners and as citizens in a changing society.

The overall goal of the 12 HABITS FOR SUCCESS is to enhance capacities of teachers to improve student's motivation, habits needs and gain a better understanding of their strengths and for both actors the continuation of their personal and professional development either in education or in personal life.

The project activities will be grouped in work processes which can be summarized as follows:

1. Management - Main activities: strategic documents adoption, 4 partner meetings, task allocations, reporting, monitoring, quality assurance, risk management, communication with National Agency and internal evaluation.
2. Development of the 12 HABITS FOR SUCCESS «Methodology Guide-Book» and «Students Activity Book» which will foster wide cross-sectorial partnerships on developing further innovations to support teaching and training practices. These resources will ensure motivation, coaching and support habits building and will be a source of open educational resource which will lead the non-experienced educators through the habits building and personal growth for their students so they can overcome the barriers faced while gaining new knowledge, experience and skills. It will be translated in all partners languages, plus English. Piloting in classroom, evaluation reports, fine tuning.
3. Evaluation process - Teacher's review and feedback during the LTTA training sessions, evaluation reports and fine tuning.

4. -Dissemination - Main activities to be delivered: project online platform, a production and distribution of news items, delivering presentations to national and European events, direct meetings with stakeholders, promotion meetings with teachers at partners schools.

5. Multiplier event - presentation of the project results to EU organisations and structure.

The 12 HABITS FOR SUCCESS was designed having in mind three outputs:

OUTPUT 1:

12 HABITS FOR SUCCESS Methodology-guide for teachers and trainers. This output will make an overview of the current methodologies in the partner's countries used by educators and trainers in 6 languages (EN,PT, BG, IT, FR, RO).

OUTPUT 2

Integrated Student Activity Book with basic instruments, brief explanations of the habits;glossary of terms; training sessions of different activities;“a bag of tricks” and useful pieces of advice and suggestions for the students 6 languages (EN,PT, BG, IT, FR, RO).

OUTPUT 3

ONLINE PLATFORM-12 HABITS FOR SUCCESS:Besides being informative the online platform-12 HABITS Methodology guide (IO1) and the Integrated Students activity book (IO2) will have also a paper version in English, Portuguese, Italian, French, Romanian and Bulgarian.

This book will have practical activities, based mainly on experiential learning methods to use as tools of working with students. The mindset and the personal skills, show them how to cooperate and work in teams, gain self-confidence, express emotions and access their creative resources.

80 teachers (20 per country) participating in the intellectual outputs

120 students (20 per country) engaged in the Students activity book

30 teachers (5 per partner) Teachers training LLTP

150 Teachers, 3000 students, 35 stakeholders reached through dissemination activities

The main qualitative outcomes and impact we expect to achieve are related to:

- improved increase in educational success and teaching competences
- improved capacities of teachers to evaluate skills from initial and ongoing training and enhance reflection on the practice
- improved motivation for learning, engagement and habits in our students within project lifetime
- improved the quality of education at local level, which will also lead to better educated students
- improved international cooperation competences of partner organisation's teachers and staff
- improved quality of research and innovation design capacities of schools and non-school partners

Our main goal for 12 HABITS FOR SUCCESS PROJECT is related to the vision of helping teachers in our countries and across Europe in providing their students with suitable conditions to achieve sustainable learning outcomes, which will lead to their successful transition



CHAPTER 1

GENERAL



CONFIDENCE



Confidence

AGE GROUP 6 – 10

<i>Habit – Confidence</i>	Use of strategies and good practices to be successful in school and in life.
<i>Activity/Game</i>	<ul style="list-style-type: none"> • WHOLE-CLASS BRAINSTORMING
<i>Age /year of school</i>	6 – 10 years
<i>Duration</i>	45 – 60 min
<i>Resources and materials</i>	whiteboard, pens & markers, mind maps
<i>Specific description</i> <i>lesson plan step by step</i>	<p>LESSON TITLE “WHOLE-CLASS BRAINSTORMING” :</p> <ul style="list-style-type: none"> - In front of the class read the description of words linked to this habit. - Whole-class brain storming activity. <p>Students are invited to define the term “Confidence” and all their words/answers are written down on the whiteboard by a teacher.</p> <ul style="list-style-type: none"> - Class discussion and final choice of common definitions.



Confidence

AGE GROUP 10 – 14

<i>Habit – Confidence</i>	Description and importance in school: Self-confidence
<i>Activity/Game</i>	Name of the activity/game: The troubling letters
<i>Age /year of school</i>	10 - 14 years
<i>Duration</i>	45 min
<i>Resources and materials</i>	Handouts, markers, board
<i>Specific description</i> <i>lesson plan step by step</i>	<p>1. Catching students’ attention teachers tells students that she/he read the previous night a story that fascinated them. The story is called “The troubling letters” and that he/she would like to rediscover it with them.</p> <p>2. The message of the text Teacher invites the students to a chain reading activity. The student that starts invites another one to continue, and the procedure is repeated until the end of the text. To check if the students have understood the text, Teacher suggests the game “the travelling question”</p> <p>Each student writes two questions based on the text. When Teacher asks them to, students move around the class and leave the handout with questions on a classmate’s desk. They unfold the handouts and read the questions silently. They write their answers on the same handout, then they read out loud the questions they have received and the answers they have given.</p> <p>3. The theme of the text: anxiety caused by something bad that could happen to you.</p> <p>Let’s face our fears!</p> <p>Teacher asks students to help him/her find the answer to several questions that have drawn his attention.</p> <p>Why is Zeni afraid? What advice does Granma give her? What does the child feel about the homework she is</p>



supposed to write? The conclusion is that Zeni feels anxiety, and she calls it fear.

Teacher asks each student to write a piece of advice to help Zeni overcome her fear. Students present to the class their pieces of advice.

Each child receives a sticking note on which they will write (in 2 min) one thing they are afraid of, or an event that made him/her feel afraid. When the two minutes are over, students will stick their notes on the board, then each child will take randomly a note (different from the one they have written), they will read it and will come up with a solution. Students read out loud the sentences on the notes and the solutions they have come up with.

Example:

Situation: I am afraid to make an oral presentation in front of the class because I believe I will make a fool of myself, and my classmates will laugh at me.

Advice:

You should read the homework out loud in front of the mirror, so that you can hear your voice and see yourself!

1. **Self-confidence**

The confidence fists

This activity can be done in two ways: in groups or individually.

- a) Each student receives a sheet of paper with the picture of a palm. It is Zeni's palm. The students will write on that palm five qualities Zeni has (2 min). The students will cut out the palm. They will read one quality after another and they will fold one finger at a time, so that they get "The confidence fist".
- b) T divides the class into 5 groups and gives each group a sheet of paper with the picture of a palm. It is Zeni's palm. The members of the team will work together to write one quality Zeni has. (2 min). The answers will be presented to the class and then, each representative of each team will be invited to the front of the class.

Teacher keeps his/her palm open as in the picture. Teacher asks the students in the desks to mime his/her actions. Each group leader names the quality his/her team has decided



upon. Teacher bends each finger and, in the end, gets “the self-confidence fist”. Teacher asks Students to notice that several hands have been raised for Zeni to regain her self-trust. In conclusion, together we can give Zeni her self-trust back.

2. The tree of qualities (pair work)

Teacher gives each S a sheet of paper with the picture of leafless tree on it. Teacher says to Students: This tree is you. Draw a leaf (big enough so that you could write on it) on each branch of the tree. Write a quality that you have on each leaf that you have drawn (3 min).

Ss are asked to swap papers with their desk mate and read silently their desk mate’s qualities. Then they have to draw one more leaf and write a quality that their desk mate has not written. They switch papers again. Thus, each child will discover that people around them know and appreciate their qualities.

This is the **The tree of qualities** Each child will take it home and will find a place for it in their room, somewhere they can see it daily. They will read their qualities each time they feel they lose their self-confidence. The tree will grow its top with other qualities that the children will add as soon as become aware of them.

3. Closing the activity

Game: **The washing machine**

The class is divided into 6 rows of students that will face each other two by two. Thus, we get three groups. Teacher chooses three students in the class that will stand in front of each group. Ss are asked to stretch their arms. Each group will form a washing machine. The chosen student will go through the “washing machine”, while each classmate that touches him/her will name a quality he/she has.

At the end of the process the students will have washed away their lack of confidence.



Confidence

AGE GROUP 14 – 16

<i>Habit – Confidence</i>	Use of strategies and good practices to be successful in school and in life.
<i>Activity/Game</i>	<ul style="list-style-type: none"> • WHOLE-CLASS BRAINSTORMING • FIXED VS GROWTH MINDSET • TEACHER FOR A DAY
<i>Age /year of school</i>	14 -16 years old Secondary school
<i>Duration</i>	3 lessons, 60 minutes each
<i>Resources and materials</i>	whiteboard, pens & markers, photocopies, student's book, mind maps
<i>Specific description</i> <i>lesson plan step by step</i>	<p>FIRST LESSON “WHOLE-CLASS BRAINSTORMING”:</p> <ul style="list-style-type: none"> - Project and objects are introduced. - Whole-class brainstorming activity. Students are invited to define the term “Confidence” and all their words/answers are written down on the whiteboard by a teacher. - Class discussion and final choice of common definitions. <p>SECOND LESSON “FIXED VS GROWTH MINDSET”:</p> <ul style="list-style-type: none"> - Photocopies are handed out about two opposite mindsets related to different aspects, including school life. - Students are invited to do a silent reading and then declare which typology they think they belong to. - Students are invited to explain why. - Class debate about adults and teachers' mindsets, which influence students' mindsets. <p>THIRD LESSON “TEACHER FOR A DAY”:</p> <ul style="list-style-type: none"> - Two couple of students are assigned two new topics: Prepare a lesson on incomplete second-degree equations Prepare a lesson on complete second-degree equations. - Each couple is formed considering that one of the two students must be particularly shy and insecure. - The 2 couples will have to deliver the topics to their classmates.



Confidence

AGE GROUP 16 – 19

<i>Habit – Confidence</i>	<p>Description and importance in school: ROLE- PLAYING DEVELOPS CONFIDENCE This activity aims at developing confidence by delivering a short presentation to class. The real objective is to let the student speak in English in front of an audience and share to class his own taste in terms of music. It's basically a student-centered activity, a role-play by which students become teachers for a day. The teacher supports, helps, guides the student. Grammar errors will not be evaluated.</p>
<i>Activity/Game</i>	<p>Name of the activity/game: INTRODUCE A SONG TO CLASS (online activity)</p>
<i>Age /year of school</i>	<p>16-19 years old Upper-Secondary School</p>
<i>Duration</i>	<p>1 hour (Pre-activity) 15-20 minutes (Activity)</p>
<i>Resources and materials</i>	<p>Internet connection, a computer, a webcam YouTube video, YouTube Catcher, A-Z lyrics</p>
<i>Specific description</i> <i>lesson plan step by step</i>	<p>It can be both individual and pair work presentation. It's basically a role-play by which students become teachers for a day.</p> <p>Pre-activity as homework</p> <ul style="list-style-type: none"> • Decide what song you wish to work on. • Write a short introduction including title, singer's name and nationality. Close your introduction focusing on the meaning of the song. • Visit YouTube and look for the video of the song with lyrics on the screen. • Listen, read, translate, sing. • Focus on meaning: <p>Scan the text again and highlight/underline/circle the parts or the lines which help you to get/understand the meaning of the song.</p> <p>Activity</p> <ul style="list-style-type: none"> • You are a teacher for a day.



	<ul style="list-style-type: none"> • Share/Project the lyrics video of your favorite song to your class. • Give some basic information before putting the music video on (title, singer, what the song is about). • Stop the music video, read in English and translate into Italian anytime you want the class to focus on lines expressing or conveying the meaning of the song. <p>Follow-up Teacher's focus on conditional sentences.</p>
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Bruno Mars "Count on Me"

<https://www.youtube.com/watch?v=A-OxRox4Wvk>

If you ever find yourself stuck in the middle of the sea,

I'll sail the world to find you

If you ever find yourself lost in the dark and you can't see,

I'll be the light to guide you

We find out what we're made of

When we are called to help our friends in need

You can count on me

Like 1, 2, 3

I'll be there

And I know **when I need it**

I can count on you

Like 4, 3, 2

You'll be there

'Cause **that's what friends are supposed to do**

If you're tossin' and you're turnin'



And you just can't fall asleep,

I'll sing a song beside you

And if you ever forget how much you really mean to me,

Every day I will remind you

We find out what we're made of

When we are called to help our friends in need

You can count on me

Like 1, 2, 3

I'll be there

And I know when I need it

I can count on you Like 4, 3, 2

You'll be there

'Cause that's what friends are supposed to do

You'll always have my shoulder when you cry

I'll never let go, never say goodbye

You know

You can count on me

Like 1, 2, 3

I'll be there

And I know when I need it I can count on you

Like 4, 3, 2

And you'll be there

'Cause that's what friends are supposed to do

You can count on me 'cause I can count on you.



**ORGANIZATION
AND
ORDER**



Organization and order

AGE GROUP 6 – 10

<i>Habit – Organization and order</i>	The organization is needed for sorting out the tasks of the day. When tasks are orderly, there is time for everything.
<i>Activity/Game</i>	Diary of my day
<i>Age /year of school</i>	6-10
<i>Duration</i>	One lessons per two months. One lesson is 30 min.
<i>Resources and materials</i>	color pencils
<i>Specific description</i> <i>lesson plan step by step</i>	<p>First step (5 min) - Explanation:</p> <ol style="list-style-type: none"> 1.Explain to students the need to organize time. 2.Give them an example with everything which it includes (study, rest, games, hobby, read a book, walk, time for family, time for dream or something else). 3 Give them an example how you organized your time. <p>Second step (5 min) - Activity book:</p> <ol style="list-style-type: none"> 1.Open activity book and give instructions for work. 2.The students must draw a copy of the pictures in the clock and color it in the correct color. <p>Important:</p> <ul style="list-style-type: none"> - The use of all activity is not necessary. - Explain the students how they can use the “my idea”. It could be pet care, visit to the dentist or something else. - If some of the students have a problem with drawing, tell them just to color in the correct color. <p>Third step (20 min) - Strat drawing:</p> <p>Fourth step - Next time:</p>



Next time when you do the exercise, you can make the students to draw the clock alone on a white paper. You must give them the guide on the whiteboard.

Important:

- Organized the students to keep their dairy of day in a pocket folder or you can keep them in the class-room.
- If you work more than a year with those exercises the students will be happy to see the changes of their own organization of day.



Organization and order

AGE GROUP 10 – 14

<i>Habit – Organization and order</i>	The organization is a system of activities for achievement defined purpose. This purpose is an order. The activities are about create, set and follow the rules. The students will know how to create rules when it is necessary and to follow them to control the chaos in their life.
<i>Activity/Game</i>	Name of the activity/game: THE RULES OF OUR CLASS
<i>Age /year of school</i>	10 – 14 years old
<i>Duration</i>	15 – 45 min
<i>Resources and materials</i>	pen, scissor, glue and a big piece of cardboard
<i>Specific description</i> <i>lesson plan step by step</i>	Group the students by 4 into a group. Give to each group one paper from notebook and a pen. Explain the rules: Each group must write at least four rules, which they must follow in school and to be polite and feel better. Guide them to be positive, not negative (An example: positive: „Be good! “; negative: „Don’t be bad! “). They must cut the rules on the black line. Tell them that one of them must read the written rules of the group, but they must choose who will do that alone, without your help. Give them 8 – 10 minutes time for work. While they do that, you put a big piece of cardboard and stick-on top of it the app: „Rules of our class”. When the students are ready and read them, take the rules and stick them to the big piece of cardboard. Now you have your general rules!



Organization and order

AGE GROUP 14 – 16

<i>Habit – Organization and order</i>	Description and importance in school: Organization and order - Learn to plan and manage daily and design.
<i>Activity/Game</i>	Name of the activity/game: Plan your day
<i>Age /year of school</i>	14-16 years
<i>Duration</i>	25 min
<i>Resources and materials</i>	Worksheet and pen
<i>Specific description</i> <i>lesson plan step by step</i>	<ol style="list-style-type: none"> 1. Each student receives a worksheet. 2. Individually begins to complete the plan of the week, has 10 minutes to work (will be able to add corrections to his list after them). 3. Students have 5 min to share. 4. Until the end of the week, the teacher will tell the students how good they have done their plan and whether it is effective for them or not.



Organization and order

AGE GROUP 16 – 19

<i>Habit – Organization and order</i>	Description and importance in school: Organization is important for everyone in three aspects: 1. To set own goals and complete your school assignments on time. 2. To make schedule and organize your time. 3. To have time for things that enjoy yourself
<i>Activity/Game</i>	Name of the activity/game: A realistic daily planner
<i>Age /year of school</i>	16 - 19
<i>Duration</i>	One lesson Form one week to one year
<i>Resources and materials</i>	A notebook or a year planner
<i>Specific description</i> <i>lesson plan step by step</i>	FIRST STEP: What every student should know? – 5 to 10 min The importance of time organization for: 1. To set own goals and complete your school assignments on time. 2. To make schedule and organize your time. 3. To have time for things that enjoy yourself. Good organization will help you to improve your goals – you can take your time and you will succeed in completing your school assignments. Good organization will reduce the stress - being organized helps you become owner of your time for your school lessons and other activities and all your assignments will be done on time. Good organization helps you feel good – better time management helps you feel confident about what you can accomplish during the day - in school and in life. SECOND STEP: Why the glossary is important? - 15 min



	<p>Please, try to define these terms and then discuss with your partner or in small groups:</p> <ol style="list-style-type: none"> 1. Daily planner 2. Goals 3. Urgent 4. Priorities 5. Deadlines <p>THIRD STEP: THE PROCESS OF ORGANIZING – 5 min</p> <p>The best way to organize your time is to put your day in order and use a daily planner. Using different colours to set up study area, write a homework schedule and plan breaks, it helps you to avoid distractions and find out what works best for you!</p> <p>During the lesson/next week/year make a list and prioritize:</p> <ol style="list-style-type: none"> 1. Decide what is the most important for the day. 2. Map out your plans 3. Include fun things during the day – to avoid stress. 4. Watch for past/current deadlines. <p>FOURTH STEP: Draw a picture of the first day page of the daily planner on the board and give examples – 15 min</p>
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RESOLVE



Resolve

AGE GROUP 6 – 10

<i>Habit – Resolve</i>	Description and importance in school:
<i>Activity/Game</i>	One problem, lots of solutions!
<i>Age /year of school</i>	Primary school students: 3 rd and 4 th grade students
<i>Duration</i>	50 minutes
<i>Resources and materials</i>	Handouts, sellotape, puppets (optional)
<i>Specific description</i> <i>lesson plan step by step</i>	<p>1. Setting the rules of the activity (teacher -students, 2 min) Since the topic of the lesson might be felt as threatening and sensitive for the students, it is important to set the rules of the activity: <i>We only talk about ourselves using messages that are centred on ourselves: I feel, I believe....</i> <i>We listen respectfully to our classmates' opinions, and we try to imagine what would happen if we were in their situation to understand even better their perspective. We take turns to talk, we give all the participants the opportunity to express themselves. We talk about situations, not about people. I will be constantly asking myself: "What am I learning right now?"</i> We encourage students to set the rules of the activity.</p> <p>2. Catching and directing students' attention (teacher - students activity, minutes, icebreaker) The teacher suggests a game: "The fewest number of feet on the floor". The class is divided into three groups having the same number of students. Each group must find a way through which its members manage to lift their feet so that they have the fewest number of feet on the floor. The team that has the fewest number of feet on the floor wins.</p> <p>3. Announcing the topic and the objectives of the activity (teacher - students, exposition, 3 min) Teacher starts a discussion about problems that have come out of this game: Have you identified the previous challenge</p>



as being a problem? What is the evidence that tells you there is a problem?

During the activity, entitled “One problem, lots of solutions!” we will learn how to identify a problem that we face at home or at school, to analyse it from different perspectives, to reach the best solution.

4. Identifying problems (individual work, 10 min)

Starting from the general definition of the problem as *a situation that we must work out or something that has to be changed, a discrepancy/ a mismatch between what we want and what it is in reality*, each student is invited to fill in individually, on Handout 1, the problem they have been facing during the last week and to which they want to find a solution.

Teacher offers students a few examples:




- You want to play ball with a classmate during the break and he tells you he does not want to play with you because he doesn't know you very well.
- Anna is sad because she spends too much time alone. She would like to make friends, but she doesn't know what to do.
- Victor is shorter than the other kids in his class. His classmates make fun of him every time they meet him and say: “The dwarf has come to school!”. He would like to be greeted in a friendly, respectful way.

The problem can be identified when a conflict appears between two or more people that show attitudes, and different desires towards the same thing. Sometimes the problem appears as unwanted behaviour, such as: physical aggression (hits, pushing, pinches, fight, throwing and destroying personal objects, immobilization, inappropriate touches etc.), comments and bad language/ jokes referring one's physical appearance (teasing), gossiping, yelling, reproaches, nagging, insults, abusive language, spreading rumours, lies, nicknames, intimidation, threatening, raised tone, refusal of help, group rejection, mocking the helpless and clumsy ones etc. We notice that what is problem behaviour for some (for the victim child), could not be a problem for others (the aggressor)! Therefore, what matters is the



	<p>perspective we look at a problem-situation. Also, we have to emphasize the idea that the <i>problem does not lie in the person, but in the disrespectful and unfriendly behaviour of that person.</i></p> <p>5. Facing the problems and their working out (group activity, 25 min.)</p> <p>Stick some sellotape on the floors that to divide the room into two areas. The students make two groups, by counting, in turn from one forwards. The even numbers will make one team and the odd numbers a different team. The clouds on which the students have written their problems are turned into paper balls. Each team will throw their problems back and forth into the other team's court. After a minute T says "Stop!", the students stop and each team counts the problems in each court. The students stop and count the problems in the court. The winning team is the one that has the fewest problem-clouds. They will be the first to choose a problem that they will subsequently work out collaboratively. T presents the ABCDE problem-solving technique to the students (annex 1 or annex 2):</p> <p>A. Analyse the problem (What is the problem? What do I have to change? How/when does it appear? Who is involved/affected?)</p> <p>B. Brainstorm possible solutions of the problem (we note down possible solutions in a creative and optimistic way, starting from the belief that each problem has got at least a solution, if not several!)</p> <p>C. Consequences of putting the solutions into practice (What are the consequences, the results, the positive/negative or short-term/long-term effects of putting these solutions into practice?)</p> <p>D. Decide upon a solution (I chose the best solution, taking into account the consequences that I have previously identified or the resources at hand, the obstacles, the impediments etc.)</p>
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	<p>E. Evaluate the efficiency of the chosen solution (How do I feel? What has changed? What have I learned?) The students from both teams present to the class the way in which they worked out the chosen problem, using the ABCDE technique. They can use puppets to illustrate, through role play, the problem and the solutions.</p> <p>6. Closing the activity (frontal activity, 5 minutes): the students offer feedback on what they have learned, and how they felt during the activity, by filling in the chart.</p> <p>Activity assessment Mark your opinion with an X.</p>		
Now , I'm able to	Very Well 	Well 	With difficulty 
<i>Define the problem</i>			
<i>Think about the problem</i>			
<i>Plan a solution</i>			
<i>Put the plan into action</i>			
<i>Reflect on what has been done</i>			

Resolve

AGE GROUP 10 – 14

<i>Habit – Resolve</i>	Problem Solving is a teaching methodology that provides a mobilization of knowledge to find the solution to a problem. In this process, the student learns to plan strategies, reason and check if his strategy is valid, which promotes significant learning.
<i>Activity/Game</i>	<i>My kitchen is a mess!</i>
<i>Age /year of school</i>	10-14 years /junior high school
<i>Duration</i>	15min (planning) + 1h (execution of the plan)
<i>Resources and materials</i>	<ul style="list-style-type: none"> - Planning sheet. - Materials: clips, coarse salt, beans, and sand. - Laboratory material from the different separation methods: magnetism, sifting, filtration, solvent extraction, and evaporation.
<p><i>Specific description</i></p> <p><i>lesson plan step by step</i></p>	<p>Step 1 - Presentation of the problem</p> <p>John was home alone during the Covi-19 school closure time.</p> <p>As he was missing the experimental classes of chemistry, he decided to do some experiments in the chemistry laboratory of his house, the kitchen.</p> <p>He mixed various materials at random in a container. He started by adding salt to some clips he had on his desk, then added some beans and finally went to get a piece of fine sand from his terrace.</p> <p style="text-align: center;">Clips + coarse salt + beans + fine sand</p> <p>And mixed, stirred to see what happened. He came across a very strange mixture!</p> <p>He remembered that her mother would not like to see the mess he had made in the kitchen when she got home. And even if he threw everything in the trash, the mother was sure to notice that he had spent clips, beans and salt.</p> <p>John started to imagine a plan to separate all the components of the mixture and in the end to be able and put it in the right place without his mother noticing anything.</p> <p>How do you think John got it?</p> <p>Step 2 - Guidelines for solving the problem</p>

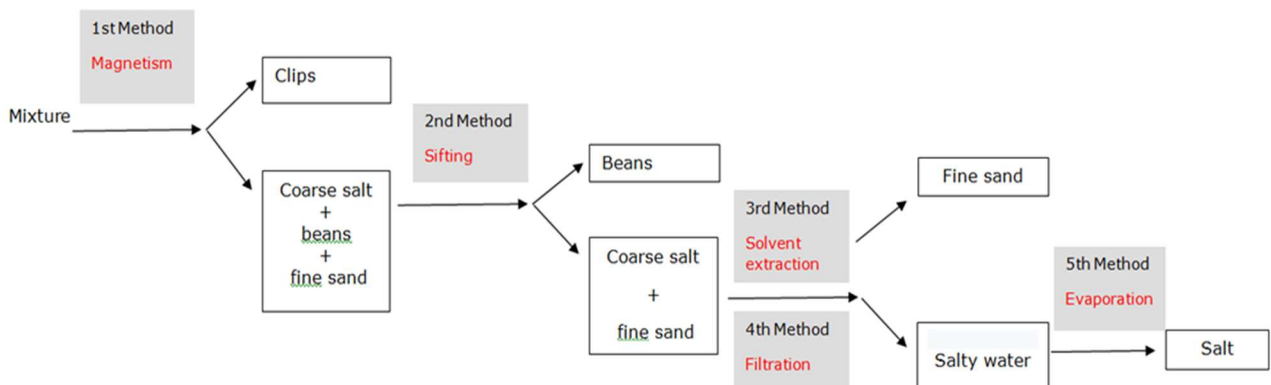


	<p>Do like John, establish a plan following the following steps:</p> <ol style="list-style-type: none"> 1. <u>Define the problem</u> <ul style="list-style-type: none"> - write a list of what you know about the problem and identify the knowledge you will need to understand (and eventually solve it); - after you have a list of what you know, identify what you still don't know about the problem. 2. <u>Think about the problem</u> <ul style="list-style-type: none"> - reflect on the main situation; - gathers relevant information about the knowledge involved in solving the problem. 3. <u>Plan a solution</u> <ul style="list-style-type: none"> - consider possible decision ways; - choose the best strategy. 4. <u>Put the plan into action</u> <ul style="list-style-type: none"> - be patient - the problem is not always solved quickly. - be persistent - if the plan doesn't work immediately, don't give up and try a different strategy. 5. <u>Reflect on what has been done</u> <ul style="list-style-type: none"> - after finding a solution, you should ask the following questions: <ul style="list-style-type: none"> . does the solution make sense? . did I answer all the questions? . what did I learn from this process? . could I have solved the problem in another way? <p>Motion for a resolution</p> <ol style="list-style-type: none"> 1. Define the problem - Separate the components of a mixture. Find answer to the following questions: what is a mixture? What types of mixtures exist? What are the separation methods? 2. Think about the problem - Collect information about mixtures, types of mixtures (heterogeneous, homogeneous and colloidal) and methods of separating the different components of a mixture. 3. Plan a solution - Define the best strategy and plan (see attached sheet).
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	<p>4. Put the plan into action – Now, that you know how you're going to make your plan and the material you need, put your plan into action and start separating the components of the mix.</p> <p>5. Reflect on what was done - evaluate the result, check if all the components were separated from each other and think if you could have solved the problem using another sequence of the processes for separating the components of the mixture.</p> <p><u>6. Fill in the chart to assess the activity</u></p> <p>Activity assessment Mark your opinion with an X.</p>
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Now , I'm able to	Very Well 	Well 	With difficulty 
Define the problem			
Think about the problem			
Plan a solution			
Put the plan into action			
Reflect on what has been done			

Annex 1





Resolve

AGE GROUP 14 – 16

<p><i>Habit - Resolve</i></p>	<p>Description and importance at school level: One of the main difficulties that students in our group of schools have been finding suitable strategies to solve the problems they face. In a survey conducted at the beginning of this project, students and teachers agreed that solving is one of the 6 most important habits for achieving success. This activity aims to help develop this habit and understand the meaning of the following terms: habit, resolution, objective, determination, action, and solution. The Webster's dictionary defines solving as: the establishment of an objective; a legal or official determination; a resolution or determination made, to proceed with an action; firmness of purpose or intention; determination to find a solution; a firm determination to do something; strong determination to succeed in doing something; the characteristic of being determined according to vocabulary.com. Problem solving is a teaching methodology that provides a mobilization of knowledge to find the solution to a problem. In this process, the student learns to plan strategies, reason and check if his strategy is valid, which promotes significant learning.</p>
<p><i>Activity / Game</i></p>	<p><i>Ouch! It hurts so much!</i></p>
<p><i>Age / Year of schooling</i></p>	<p>13-16 years</p>
<p><i>Duration</i></p>	<p>15min (planning) + 1h (execution of the plan)</p>
<p><i>Resources and materials</i></p>	<ul style="list-style-type: none"> - Resolution sheet. - Solutions: lemon juice, vinegar, distilled water, salt water, baking soda (baking powder) dissolved in water. - Laboratory supplies: watch glasses and universal indicator paper.
<p><i>Description</i></p>	<p>Step 1 - Presentation of the problem Maria went for a walk in her grandmother's garden. It was a beautiful spring day; the sun was shining and the flowers were beautiful and colourful. Maria loved her grandmother's flowers and decided to pick some to offer her. However, the</p>

	<p>worst happened... there was a bee in one of them and it ended up biting it. She ran home and, together with her grandmother, had to decide what they could put in their hand to relieve the pain of the bee sting.</p> <p>How can they solve the problem?</p> <p>Step 2 - Guidelines for solving the problem</p> <p>Do like Maria, establish a plan following the following steps:</p> <ol style="list-style-type: none"> 1. <u>Define the problem</u> <ul style="list-style-type: none"> - research on the liquid left by the bee sting. - identify the knowledge you will need to solve the problem. 2. <u>Think about the problem</u> <ul style="list-style-type: none"> - reflects on the problem. - collects relevant information about the knowledge involved in solving the problem. 3. <u>Plan a solution</u> <ul style="list-style-type: none"> - consider the solutions and material available to you and define possible strategies for reaching a solution. - choose the best strategy. 4. <u>Put the plan into action</u> <ul style="list-style-type: none"> - be patient - the problem is not always solved the first time. - be persistent - if the plan doesn't work immediately, don't give up and try a different strategy. 5. <u>Reflect on what has been done</u> <ul style="list-style-type: none"> - after you find a solution, you should ask the following questions: <ul style="list-style-type: none"> . Does the solution make sense? . Did you manage to answer all the questions? . What have I learned from this process? . Could you have solved the problem in another way? <p>Motion for a resolution</p> <ol style="list-style-type: none"> 1. Defines the problem - Neutralizing the bee sting (Acid-base reactions) <p style="margin-left: 20px;">Finds the answer to the following questions: what is the chemical nature of the bee sting?</p> <p style="margin-left: 20px;">What is the pH value of acidic, basic, and neutral solutions?</p> <p style="margin-left: 20px;">What solution can I use to neutralize the bee sting? ...;</p> 2. Think about the problem - Gathers information about the chemical nature of the bee sting, the pH values of acidic, basic and neutral solutions and acid-base reactions.
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	<p>3. Plan a solution - Define the best strategy and plan: (see annex).</p> <p>4. Put the plan into action - Now that you know how you are going to make your plan and the material you need come true, put your plan into action and start measuring the pH of the solutions you have.</p> <p>5. Reflect on what you have done - evaluate the result, check if the chosen solution can really alleviate the effect of the bee sting or if you should resort to another solution.</p> <p>6. Fill in the chart to assess the activity.</p> <p>Activity assessment Mark your opinion with an X.</p>
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Now , I'm able to	Very Well 	Well 	With difficulty 
Define the problem			
Think about the problem			
Plan a solution			
Put the plan into action			
Reflect on what has been done			

Solutions	Bee sting poison	Lemon juice	Vinegar	Distilled	Water Salt wa- ter	Sodium bi- carbonate dissolved in water
Approximate pH value						
Chemical character						

Resolve

AGE GROUP 16 – 19

<p><i>Habit – Resolve</i></p>	<p>Description and importance at school level:</p> <p>One of the main difficulties that students in our group of schools have been finding suitable strategies to solve the problems they face. In a survey conducted at the beginning of this project, students and teachers agreed that solving is one of the 6 most important habits for achieving success. A problem exists when there is a situation you want to resolve but no solution is readily apparent. Problem solving is the process by which the unfamiliar situation is resolved. A situation that is a problem to one person may not be a problem to someone else.</p> <p>Problem solving is the subject of a major portion of research and publishing in mathematics education. Much of this research is founded on the problem-solving writings of George Polya, one of the foremost twentieth-century mathematicians. Polya devoted much of his teaching to helping students become better problem solvers. His book “<i>How to Solve It</i>” has been translated into 18 languages. In this book, he outlines the following four-step process for solving problems.</p> <p>A. Understanding the Problem</p> <p>Polya suggests that a problem solver needs to become better acquainted with a problem and work toward a clearer understanding of it before progressing toward a solution. Increased understanding can come from rereading the statement of the problem, drawing a sketch or diagram to show connections and relationships, restating the problem in your own words, or making a reasonable guess at the solution to help become acquainted with the details.</p> <p>B. Devising a Plan</p> <p>The path from understanding a problem to devising a plan may sometimes be long. Most interesting problems do not have obvious solutions. Experience and practice are the best teachers for devising plans.</p>
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	<p>c. Carrying Out the Plan The plan gives a general outline of direction. Write down your thinking so your steps can be retraced. Is it clear that each step has been done correctly? Also, it's alright to be stuck, and if this happens, it is sometimes better to put aside the problem and return to it later.</p> <p>d. Looking Back When a result has been reached, verify or check it by referring to the original problem. In the process of reaching a solution, other ways of looking at the problem may become apparent. Quite often after you become familiar with a problem, new or perhaps more novel approaches may occur to you. Also, while solving a problem, you may find other interesting questions or variations that are worth exploring.</p> <p>One of the most helpful strategies for understanding a problem and obtaining ideas for a solution is to draw sketches and diagrams. Most likely you have heard the expression "A picture is worth a thousand words." The purpose of this activity is to help students become familiar with the four-step process and to acquaint them with one of the common strategies for solving problems: making a drawing. <i>Adapted from: Bennet, Albert; Mathematics for Elementary Teachers: A Conceptual Approach; 10th Edition; McGraw-Hill Higher Education; 2016</i></p>
<i>Activity/Game</i>	Making a drawing can solve the problem
<i>Age /year of school</i>	16-18 years
<i>Duration</i>	60 minutes
<i>Resources and materials</i>	A board; a worksheet with problems
<i>Specific description</i> <i>lesson plan step by step</i>	<p>Step 1 - Explore the four-step process for solving problems</p> <p>Use the example available in the appendix "Problem solving strategies - Draw a diagram" to explore the four-step process for solving problems.</p>

Step 2 - Guidelines for solving the problem

Depending on the group teacher can ask for the students to solve **problem 1** on their own, identifying the steps they gave to reach the solution, or the teacher can guide them through.

Problem number 1

For his wife's birthday, Mr. Jones is planning a dinner party in a large recreation room. There will be 22 people, and in order to seat them he needs to borrow card tables, the size that seats one person on each side. He wants to arrange the tables in a rectangular shape so that they will look like one large table. What is the smallest number of tables that Mr. Jones needs to borrow?

Guidance tips, if necessary

A. Understanding the Problem

The tables must be placed next to each other, edge to edge, so that they form one large rectangular table. **Question 1:** If two tables are placed end to end, how many people can be seated?



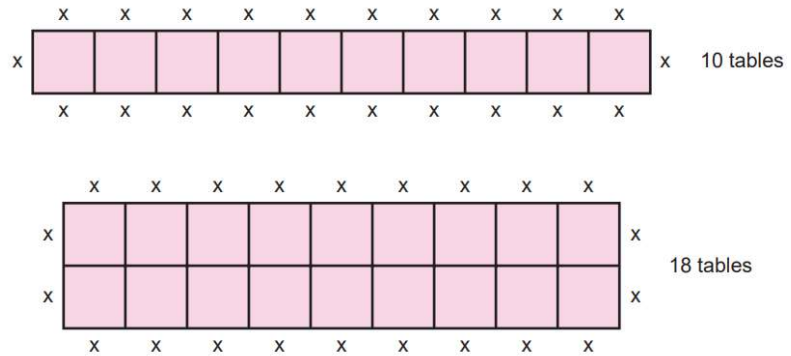
One large table

B. Devising a Plan

Drawing pictures of the different arrangements of card tables is a natural approach to solving this problem. There are only a few possibilities. The tables can be placed in one long row; they can be placed side by side with two abreast; etc. **Question 2:** How many people can be seated at five tables if they are placed end to end in a single row?

C. Carrying Out the Plan

The following drawings show two of the five possible arrangements that will seat 22 people. The X's show that 22 people can be seated in each arrangement. The remaining arrangements—3 by 8, 4 by 7, and 5 by 6—require 24, 28, and 30 card tables, respectively. **Question 3:** What is the smallest number of card tables needed?



D. Looking Back

The drawings show that a single row of tables requires the fewest tables because each end table has places for 3 people and each of the remaining tables has places for 2 people. In all the other arrangements, the corner tables seat only 2 people and the remaining tables seat only 1 person. Therefore, regardless of the number of people, a single row is the arrangement that uses the smallest number of card tables, provided the room is long enough. **Question 4:** What is the smallest number of card tables required to seat 38 people?

Answers to Questions 1–4 1. 6 2. 12 3. 10 4. There will be 3 people at each end table and 32 people in between. Therefore, 2 end tables and 16 tables in between will be needed to seat 38 people.

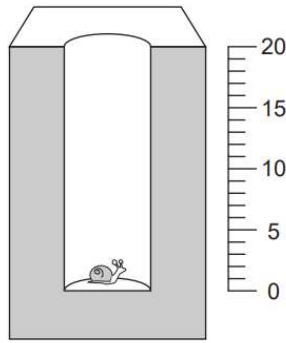
Step 3 - Practice

Choose one or more of the problems below and present them to your students. So they can choose the one they want to solve.

Problem number 2 is analyzed by Polya's four-step process. See if the students can solve these problems before answering parts A, B, C, and D. Other strategies may occur to them, and you should encourage them to use the ones they wish. Often a good problem requires several strategies.

Problem number 2

A well is 20 feet deep. A snail at the bottom climbs up 4 feet each day and slips back 2 feet each night. How many days will it take the snail to reach the top of the well?



A. Understanding the Problem What is the greatest height the snail reaches during the first 24 hours? How far up the well will the snail be at the end of the first 24 hours?

B. Devising a Plan One plan that is commonly chosen is to compute $20/2$, since it appears that the snail gains 2 feet each day. However, 10 days is not the correct answer. A second plan is to make a drawing and plot the snail's daily progress. What is the snail's greatest height during the second day?

C. Carrying Out the Plan Trace out the snail's daily progress, and mark its position at the end of each day. On which day does the snail get out of the well?

D. Looking Back There is a "surprise ending" at the top of the well because the snail does not slip back on the ninth day. Make up a new snail problem by changing the numbers so that there will be a similar surprise ending at the top of the well.

Problem number 3

Five people enter a racquetball tournament in which each person must play every other person exactly once. Determine the total number of games that will be played.

Problem number 4

When two pieces of rope are placed end to end, their combined length is 130 feet. When the two pieces are placed side by side, one is 26 feet longer than the other. What are the lengths of the two pieces?

Problem number 5

There are 560 third- and fourth-grade students in King Elementary School. If there are 80 more third graders than fourth-graders, how many third graders are there in the school?

	<p>Step 4 - Activity assessment Ask the students to mark their opinion with an X.</p>
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Now , I'm able to	Very Well	Well	With difficulty
Define the problem			
Think about the problem			
Plan a solution			
Put the plan into action			
Reflect on what has been done			



GENEROSITY



Generosity

AGE GROUP 6 – 10

<i>Habit – Generosity</i>	Point out ways of action to build communities that are more respectful of human rights. Develop the altruistic spirit. Promote active citizenship and social inclusion.
<i>Activity/ Game</i>	Flowers with Messages
<i>Age/ School year</i>	3rd and 4th grade
<i>Length</i>	Activity: 60 minutes
<i>Resources/ material</i>	White paper sheet Pencil or pen Tulip origami Coloured paper (2 sheets, one of them must be green)
<i>Description/ Lesson Plan</i>	<ol style="list-style-type: none"> 1. In the blackboard a teacher draws a flower with 5 or more petals (according to the debate). The word ELDERLY is placed in the center. 2. Ask students to reflect on the problems that older people face today. They can share their personal experiences. 3. Each problem will be placed inside a petal (if necessary, we can add or remove petals). 4. After the scheme is ready, invite students to reflect on each answer and how we can counter these adversities. 5. We can start by sharing affections and words that help to minimize these problems. Request the outline of a positive message, full of affection, comfort, and encouragement, for an elderly person, on the white sheet. 6. Distribute the origami instructions and the two-color sheets. Produce the tulip according to the directions. 7. Request that they write the message produced on the stem of the tulip. 8. Each student will hand over his tulip to an elderly person, whether family member or not.



Generosity

AGE GROUP 10 – 14

<i>Habit – Generosity</i>	Description and importance in school:
<i>Activity/Game</i>	“A generous deed”
<i>Age /year of school</i>	10 - 14 years
<i>Duration</i>	50 minutes
<i>Resources and materials</i>	An excerpt from Edmondo de Amicis’ Cuore, board, individual handouts, colored pencils, paints, paintbrushes, paper
<i>Specific description</i> <i>lesson plan step by step</i>	<p>1. Catching students’ attention</p> <ul style="list-style-type: none"> - What is a person? - Do you believe that all people are identical? - What makes them different? - List a few physical features people may have. - List a few features that refer to the way people think and behave. <p>2. Presenting the topic of the lesson</p> <p>Teacher lets students know that they will read a text in which they will find children who have different moral characteristics.</p> <p>Ss will read Edmondo de Amicis’ text, “A generous deed”, silently and will underline the unknown words.</p> <p>New vocabulary will be discussed in class; Students will note down the explanations in their vocabulary organizer, then they will use the newly acquired vocabulary in contexts of their own.</p> <p>3. Reading comprehension</p> <p>Game: “The question ball”</p> <p>Teacher invites students to join in a game after they have read the text. Each student will write a question based on the text; on the sheet of paper the teacher has put on their desks. Then they will turn the sheet of paper into a paper ball. Call out one of your classmates’ names. Throw the ball to him. He/She will unfold it, will read the question, and will answer to it orally.</p> <p>Teacher invites students to talk about the characters of the text. What do you think about the boys’ behavior? What would you have done if you had been in their shoes?</p>

“My opinion” Teacher asks students to express their opinion about the characters of the text filling in the two columns of the table and decide which are the positive and which are the negative characters of the text. Students read their answers to the class.

Teacher asks students to group themselves in two opposite corners of the classroom, according to their attitude towards Crossi’s actions (for or against), while those who do not take any side will remain seated in their desks. Each group will try with arguments to convince the undecided students to join them. The group that has convinced the greatest number of students are the winners. Teacher asks students to tell a similar deed to Garrone’s, if they have lived a similar experience.

4. Raising students’ awareness on moral values

Teacher asks students to identify Crossi’s and then Garrone’s physical and moral characteristics in the text. Ss are asked to define the moral value Garrone makes proof of through his sacrifice.

A. Teacher asks students to do a matching exercise using red for negative moral features and green for positive moral features

Trust

Respect

Courage

negative moral features

Fear

Cowardness

positive moral features

Unkindness

Sincerity

B. Teacher asks students to draw Garrone starting from this character’s attitude towards the others. Ss draw Garrone’s portrait in their activity books.

C. Should I share or not?

Start this game by saying your name and what you like sharing or not with other people. For example: “Ann shares her food with the others”.

Then the child will say his name and what he doesn’t like sharing with the others. For example: “Tudor does not share his favourite blanket.”



	<p><i>Say 2-3 things and switch roles. The aim is to help the child understand that it is ok not to share all his things with the others and, at the same time to discover what he/she likes sharing.</i></p> <p><i>D. Load your gifts with Love</i></p> <p><i>What, you have never loaded your gifts with Love? Let me show you how this is done: The first step is to pick a gift, be it symbolic, and keep it next to your heart so that it can listen to your song.</i></p> <p><i>The second step is to blow love all over it.</i></p> <p><i>The third is to pick up a good wish from behind your ear and put it in the gift.</i></p>
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Generosity

AGE GROUP 14 – 16

<i>Habit – Generosity</i>	Description and importance at school: Stimulate the spirit of generosity. Reflect on the advantages of being generous.
<i>Activity/Game</i>	Name of the activity/game: "A Generous Planet" Write a set of definitions about "Being Generous", about the importance of being generous.
<i>Age /year of school</i>	All ages
<i>Duration</i>	30 minutes - in small groups 30 minutes – all the class
<i>Resources and materials</i>	Sheets Painting Bookmarks Paints Colored pencils Others...
<i>Specific description</i> <i>lesson plan step by step</i>	<p>1. <i>Read the following situation:</i> "A new planet was discovered with individuals who do not know what it is to be generous. Your group was chosen to develop a statement of attitudes and actions of how generous a human being is."</p> <p>2. <i>Give instructions to participants, divided into small groups, of 4 students to do the following:</i> A. Give this new planet a name. B. Choose ten generous actions with which the entire group agrees and write them on a sheet, board, or card.</p> <p>3. <i>Each group presents its list to the class. While doing so, do a "main list" that includes all the generous acts that the groups mention, combining similar actions.</i></p> <p>4. <i>When all groups have submitted their lists, examine the main list:</i> A. Are there any actions that stand out? Can be combined?</p>



	<p>B. Is there an act that only appears on a list? Should be included or deleted?</p> <p><i>5. Discuss these issues:</i></p> <p>A. Which of your ideas about Generosity have changed during this activity?</p> <p>B. What would life be like on this planet if some of these actions were excluded?</p> <p>C. Are there some actions that you would still like to add to the final list?</p> <p>D. What is the use of a list like this?</p> <p><i>6. Final writing of the list of actions on how to be generous.</i></p> <p><i>7. Representation of the planet - Students represent in a plastic way</i> the planet (drawing / digital format). The final product will be exposed in the classroom for exhibition.</p>
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Generosity

AGE GROUP 16 – 19

<i>Habit – Generosity</i>	The students live self-centered in their problems, some are selfish and unable to understand the needs of the other.
<i>Activity/Game</i>	Giving tree
<i>Age /year of school</i>	All ages
<i>Duration</i>	All school year
<i>Resources and materials</i>	Green and brown cardboard Post-its
<i>Specific description</i> <i>lesson plan step by step</i>	<p>The teacher motivates students for the need to help, share.</p> <p>Brainstorm what everyone thinks they can do.</p> <p>Students build the tree on cardboard.</p> <p>The box with post-its is placed in the classroom in a place available to all students.</p> <p>As students reflect and discover what they can give, write it on a post-it and put it on the tree.</p> <p>The student who feels that he needs what was placed on the tree, collects the post-it and goes to his colleague for help.</p> <p>This activity does not take place in a class, but over time.</p>

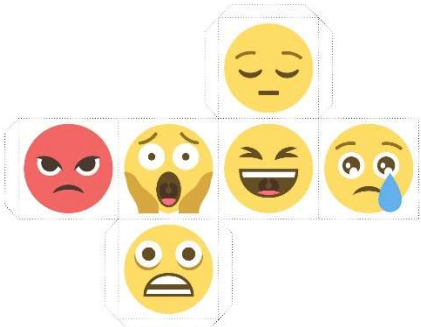


PASSION



Passion

AGE GROUP 6 – 10

<i>Habit – Passion</i>	Description and importance in school: Passion is a strong inclination toward an activity that one finds important, likes (and even loves), to which one devotes daily time and energy and underlies the persistent involvement to excel. The presence of specific teacher behaviour, that is providing optimal challenge, focusing on the process and offering positive feedback, boosts students’ harmonious passion, which, in turn, leads to visible improvement in their academic and school performance.
<i>Activity/Game</i>	Name of the activity/game: Maya, the little ant
<i>Age /year of school</i>	6 – 10 years
<i>Duration</i>	50 minutes
<i>Resources and materials</i>	Handouts, classroom, furniture, coloured pencils
<i>Specific description</i> <i>lesson plan step by step</i>	<ol style="list-style-type: none"> 1. Getting ready for the class To foster good mood among the children, the pupils are asked to build a friendship chain, holding their hands for about a minut. 2. Catching students’ attention <i>The dice of emotions</i>  <p>Teacher throws the dice and students have to recognize and name the emotion on that side of the dice and mime that face, to describe a similar situation, what they felt and the way they dealt with it.</p>

	<p>a. Stating the topic and the objectives of the activity-3'</p> <p>Teacher challenges the students to guess the answer of a riddle that she uses to introduce the lesson, <i>Maya, the little ant</i>. Teacher explains to the students that throughout the 50 minutes of the lesson they will turn into busy ants to prove once again that we have to work in order to get what we want, that we have to trust ourselves and that together we will succeed.</p> <p style="text-align: center;">Riddle</p> <p>I'm sometimes a soldier That's part of an army I'm also an insect That's in a colony</p> <p>I can build a hill but I'm not a mole In fact I'm a small insect I can sometimes be red or fire And I can build tunnels that connect</p> <p style="text-align: center;">(the ant)</p> <p>b. Main stage of the lesson</p> <p>After the students guess the answer teacher tells them they will listen to the story of a little ant called Maya.</p> <p style="text-align: center;">Maya, the little ant</p> <p>Once upon a time, there was an ant that didn't want to work. Her name was Maya. Maya would rather spend the whole day lying, running, or playing. She would find all sort of excuses to skip work. Therefore she had to play alone, because the other ants were always busy working.</p> <p>One day, while Maya was out in the woods playing, a fairy came to the swarm. She told all the ants that she challenges them to take part in a contest for the best ant in the world. Each ant will be able to gather points if they work when it is time to work, play when there is time for playing, and of course has lots of friends. The little ants set to work because each of them was dreaming of being the winner. When Maya came back home, she noticed everybody ignored her. All the ants were smiling while carrying supplies. Maya felt left out.</p>
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Nevertheless, before going to bed, she managed to find out the reason for their attitude and hurry. So Maya decided that she had to win the contest, that she was capable to be the first. Early in the morning, our little ant joined her kin. Before long, her small feet were so tired, because she wasn't used to hard work, but she wouldn't give up because she wanted to win the contest and become the best ant in the world. She would finally play with the other ants and this was really nice.

At the end of the contest she noticed she had made lots of friends. All the ants were anxious while waiting for the final result. Finally, the fairy announced the big winner: "Because she has put great effort into this and has improved a lot, I hereby declare the little ant, Maya, the winner of the contest".

Everybody gave her a big round of applause, and Maya felt very proud of herself. The fairy congratulated her and gave her the following advice: "You should never give up being a hard-working and diligent ant. Whenever you get tired, or when you feel like you are losing your courage, take a deep breath and you will see a blue light around you that will give you the power to go on. This light will be invisible to others, only YOU will be the one to see it."

Comprehension questions:

1. What did little ant, Maya use to do all day long?
2. What did the other ants use to do?
3. Who came to the swarm one day? What did the fairy tell to all the ants?
4. What did ant Maya tell herself? Did she manage to prove that she can succeed? How?

5. Reaching the goal of the lesson



My dear friends,

I am writing to you because I need your help, too in order to win this contest. For each task that you work out you will get a letter as a reward.

Unjumble the letters and find out the key to success.

Good luck!

Maya.

Letter B

1. Help Maya to colour the images that contain the sound f.

Letter R

2. Let's help Maya! Cut out and stick! (anexa 2)

Letter A

3. We are Maya's friends. There is an "f" sound in our names. How do you think we are called?

Letter V

4. Cut out the name of the body parts and glue them in the right place!

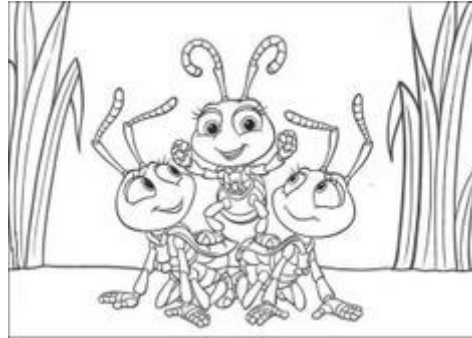
Letter E

5. Write the opposites of the words on the small bags.

The students unjumble the letters and get the word:
BRAVE!



4. End of the class evaluation/feedback



Game: You can be a responsible student!

The students will make a circle. They will dance on music, moving around the two chairs placed in the middle of the circle. When music is paused, the students next to the chairs will sit down. They will get a badge stating their responsibility for the next week. Ex: watering the flowers, clean the board, put away the books and the toys, share handouts, etc.

At the end of the week the other students will provide feedback on their activity. The students will use the following sentences for each student: You have been a responsible student! You can be a responsible student! This exercise can be done weekly.


5. Closing the activity: Ss give feedback on what they have learnt and on how they have felt during the activity.

Passion

AGE GROUP 10 – 14

<i>Habit – Passion</i>	Description and importance in school: Passion is a strong inclination toward an activity that one finds important, likes (and even loves), to which one devotes daily time and energy and underlies the persistent involvement to excel. The presence of specific teacher behaviour, that is providing optimal challenge, focusing on the process, and offering positive feedback, boosts students' harmonious passion, which, in turn, leads to visible improvement in their academic and school performance.
<i>Activity/Game</i>	Name of the activity/game: Take the floor and be a passionate teacher!
<i>Age /year of school</i>	10 - 14
<i>Duration</i>	50 minutes
<i>Resources and materials</i>	Internet connection, you tube videos, pictures. Approach- flipped classroom
<i>Specific description</i> <i>lesson plan step by step</i>	<p><i>The main objective of this activity is to boost students' curiosity and passion on a topic (which can vary and can be adapted to the needs of the moment- our suggestion is a one English-speaking country-Australia), to throw them the challenge of becoming a teacher for a couple of minutes and teach their classmates 'passionately' about something they themselves have been curious about.</i></p> <p>1. Getting ready for the class Teacher makes sure that all the students are at their desks and can see the screen where the videos will be projected. Teacher makes sure all the equipment needed for this first stage of the lesson is ready and works properly.</p> <p>2. Catching students' attention: Teacher tells students that they will discover one of the most amazing parts of the world.</p> <p>3. Introducing the topic of the lesson and its objectives: Teacher shows students some pictures with iconic images from Australia: Mount Uluru, The Sydney Opera House, The</p>



	<p>great Barrier Reef, pictures with animals (kangaroo, wombat, Koala, Tasmanian devil, emu) and starts a discussion with the students eliciting what they know about this country-continent. Teacher asks students to note down three aspects they would like to find out about Australia (food, animals, geography, fashion, music, etc.)</p> <p>4. Leading the students into the topic and boosting their curiosity</p> <p>Teacher lets students know that they will watch together a power point presentation of Australia and asks them to note down one aspect that impressed them the most teacher shows students a PowerPoint on Australia and elicits answers to the questions in the quiz at the end of the presentation.</p> <div style="text-align: center;">  </div> <p>t-or-258-part-of-the -party-all-about-am:</p> <p>5. Getting students involved into individual research on a topic they feel keen on</p> <p>Teacher asks students that the short videos below can be a very good starting point for their journey across Australia.</p> <p>Teacher asks students to watch the videos and pick up one aspect that has stirred their curiosity.</p> <p>Teacher asks students to surf the Internet for more information on that topic, and then do a one-page digital project so that they may share it with your classmates on their screen. Teacher suggests students could also make a short video, like a TV programme where they could be the presenter.</p> <p>Teacher asks students to be ready to proudly deliver their presentation online, to their classmates the next class!</p> <p>Teacher invites students to get into the shoes of a passionate teacher who is supposed to teach their classmates one aspect related to Australia, to be creative and work</p>
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	<p>with passion both when choosing their topic, and while delivering the presentation.</p> <p>https://www.youtube.com/watch?v=hJm7kLzEmdE – Australia Facts, Cool, Fun facts about Down Under</p> <p>https://www.youtube.com/watch?v=f0PvMmTAUAQ Australia Destination World</p> <p>https://www.youtube.com/watch?v=TkCq54_ho-A Australian animals/ Animals for Kids</p> <p>https://www.youtube.com/watch?v=wbNeln3vVKM The Great Barrier Reef/ Exploring Oceans</p>
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Passion

AGE GROUP 14 – 16

<i>Habit – PASSION</i>	Description and importance in school: Passion can be the right way to be a winner. So, someone who follows his/her passion can become a hero. If students discover the power of passion, they will be stronger in front of difficulties.
<i>Activity</i>	“Take your passion and make it happen”
<i>Age /year of school</i>	14 - 16 years old
<i>Duration</i>	5 lessons
<i>Resources and materials</i>	Blackboard, photocopies, pc
<i>Specific description Lesson plan step by step</i>	<p>FIRST LESSON</p> <p><i>1. Brain storming:</i> Passion and heroes The teacher chooses several pictures of real or fictional people who can be considered as icons in our society such as: Mother Teresa of Calcutta, Greta Thunberg, Nelson Mandela, an exhausted nurse working in a Covid hospital ward, a journalist of Charlie Hebdo, Spiderman, the Charming Prince, Rita Levi Montalcini, G. Falcone.....</p> <p><i>2. Fill the grid</i> The teacher presents the students a grid to help them to recognize the fields where the characters have acted as well as their achievements and contribution given to the society.</p> <p><i>3. Tick it</i> The students are given a list of words and are asked to find the qualities shared by all the presented characters.</p> <p>SECOND LESSON</p> <p><i>4. 5. Debate</i> The teacher stimulates a debate starting from the selected words and leads students to reflect about the common elements among these people.</p>



<p><i>THIRD LESSON</i></p>	<p>Students will be driven to the conclusion that the feelings and personal qualities shared by the characters can be considered as different aspects of passion so they are necessary to turn it in concrete actions.</p> <p>Thanks to their qualities, achievements and social commitment, these characters are regarded as icons, models, heroes.</p> <p>After the debate, students will find their personal definition of hero/ine, first exchanging opinions in small groups, then sharing their conclusions with the class.</p> <p><i>6. Homework:</i></p> <p>Starting from the definition of hero/ine, every student will choose a person that represents the characteristics discussed and will prepare a performance to play in front of the class.</p> <p><i>7. Role-play</i></p> <p>Every student will present his/her hero/ine in a first person monologue following the indications given.</p>
<p><i>FOURTH AND FIFTH LESSON</i></p>	<p>Every performance will not last more than 7-8 minutes. Finally, students will vote their favorite hero/ine</p>



Passion

AGE GROUP 16 – 19

<i>Habit – Passion</i>	Description and importance in school: Students consider hobbies as their passions, because when they dedicate themselves to these activities, they feel happy, joyful and they forget any problem. Passion is also very often related with love. Sometimes passion is related with an obsession, a negative energy.
<i>Activity/Game</i>	“ Passions-nous!” (Thinking about passion)
<i>Age /year of school</i>	3 rd year, 15/16 years old
<i>Duration</i>	4 hours
<i>Resources and materials</i>	Blackboard, coloured chalk, photocopies
<i>Specific description lesson plan step by step</i>	<p>1. Brain storming: Passion: free association of words written in different colors on the blackboard. No explanation needed.</p> <ul style="list-style-type: none"> - <i>Choral reflection:</i> teacher stimulates a debate starting from the words written on the blackboard. Students reflect about emotions and about different ways of expressing them or more often, not expressing them. - <i>Lexical step:</i> fixing and collection of all the words (nouns, verbs, adjectives.) related with Passion. - Creation of a word bank <p>2. Debate on situations that create emotions. Teacher asks questions to the class. Students are free to speak or not. They can use expressions from their word bank.</p> <ul style="list-style-type: none"> o What did you make feel passion? o When? In which situation? o Who makes you feel passionate? o Joy and passion are the same feelings? o Does the same situation give you every time the same sense? o When you feel Passion do you have always the same feelings? o It's easy to hide a passion. And to express it? o Does your body participate to this feeling? - <i>Collection</i> of all the observations on a class diary. - <i>Personal reflection:</i> think about a history (music, illustrations, colors) related with Passion.
FIRST LESSON	
SECOND LESSON	

THIRD LESSON

FOURTH LESSON

- *Presentation of all the work to the class and discussion*

3. Presentation of etymology:

Teacher presents the etymology of Passion (from Latin PASSIO, derivate from Greek PATHOS, today means *deep emotion*)

Lexical and cultural step: Students think about other words related with passion results: pathetic, passion fruit, patient, antipathy, sympathy, apathy, patience....). Nouns can be put in positive or negative lexical field.

- *Creation of a word list*

4. Writing a poem "THIS PASSIONS"

Teacher presents (reading slowly and clearly) the French poem "My Passion" by Prevert. Then students receive the photocopy of the poem. They are divided in groups for the following activity.

- Writing of a new poem entitled "THIS PASSION" using words from the list. They have to follow the guidelines given (short verses, verse construction, repetition and etc.)



HONESTY





Honesty

AGE GROUP 6 – 10

<i>Habit – Honesty</i>	<p>Honesty plays a big role in relationships. The students in a class are in many ways related to each other through any form of joint activity.</p> <p>The presented activity 1 encourages an open and honest exchange among each other. It allows problem solving and dispute resolution through a weekly class group.</p>
<i>Age /year of school</i>	6-10 years
<i>Activity/Game</i>	“Cross on heart”
<i>Duration</i>	2 h to start, 30 min weekly routine
<i>Resources and materials</i>	Colored paper (red, white, other colors), pencil, scissors, notebook (A 5 or A4), Lit: <i>The little prince; Antoine Saint-Exupéry</i>
<i>Specific description plan step by step</i>	<p><u>Get in: Feel your heart = “Hand aufs Herz!”</u></p> <p>We try to feel our heart by placing our right hand on the chest, on our heart, thus connecting the warmth of our palm with our heartbeat.</p> <p>This exercise should be combined with a saying in your language. A saying that expresses that the heart is a place of honesty, sincerity, and openness towards others.</p> <p><u>Read a passage from The Little Prince</u></p> <p>In the famous book by Saint-Exupéry, the fox says this phrase to the little prince: “And now here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye.” Look onto this passage, read, and discuss its meaning.</p> <p><u>Gather phrases around the theme of “heart”</u></p> <p>Every language has its Sayings and short expressions that make clear, that there is a connection of our heart with a honest feeling: flex. <i>cross my heart, from the bottom of one's heart, sweet heartedly ...</i></p> <p>We collect these and talk about our collection. We link this discussion to our talk about honesty. What does honesty mean to you? How can you signify openminded habits and speeches?</p>



	<p><u>Make a collage</u></p>  <p>Take colored paper, draw an outline around your hand and cut out. From red paper, cut out a heart. With these elements you make a collage on the theme "Honesty and Openness."</p> <p>You might add Sayings and words that are important to you and initiate a class exhibition.</p>  <p><u>Meet for a weekly class circle</u></p> <p>We practice honesty in our class circle. Once a week we come together to talk about what is on our minds. We remember the experiences and insights from the previous lessons about honesty. Then the discussion round is opened. We open the class notebook in which various concerns are collected. Each request is read out and discussed by the whole class. The result is briefly noted (e.g. "clarified").</p>
<p><i>Activity book</i> <i>Worksheet 1</i></p>	<p>A worksheet can be created individually by the teacher. What does your heart mean to you? There are many proverbs and sayings in which this is what the heart means to you. Find those that see the heart in connection with sincere honesty and openness.</p>

Honesty

AGE GROUP 10 – 14

<i>Habit – Honesty</i>	Description and Role in school life (for specific age): The lesson will enrich students' honesty knowledge. They will learn to differentiate terms like honesty, lie, truth. They will think about the consequences of insincerity and whether they are always honest.
<i>Age /year of school</i>	10 - 14 years
<i>Activity/Game</i>	“To Be Honest”
<i>Duration</i>	60 minutes
<i>Resources and materials</i>	Worksheet, paper, pen, pictures and video
<i>Specific description plan step by step</i>	<ol style="list-style-type: none"> 1. Answering questions 2. Interpreting photos and quotes 3. Play a game: Two Truths and a Lie 4. Open-ended tasks <p>The lesson begins by commenting on quotes from celebrities related to honesty. Several definitions of honesty are given. Then students should answer the questions. In the first task are written questions to test students' honesty. The following sheet has a table to fill for the effects of honesty.</p> <p>After that there are photos to comment, a game related to lies and truths and finally a video with interesting riddles. Students should find out who is the liar.</p> <p>Pupils learn to differentiate terms, consequences of lying and benefits of telling the truth.</p>
<i>Activity book</i>	Worksheet 1



Honesty

AGE

GROUP 14 – 16

<i>Habit – Honesty</i>	Description and Role in school life (for the specific age): HONESTY is the quality or fact of being truthful, sincere, and fair. Honesty requires several other character traits such as good judgment, responsibility, loyalty, and courage.
<i>Age /year of school</i>	14 -16 years
<i>Activity/Game</i>	<p>“Honesty” Students will define honesty using the dictionary and give examples and synonyms which reflect on the value of honesty.</p> <p>Students will understand that honesty requires several other character traits such as good judgment, responsibility, loyalty and courage.</p> <p>Students will identify and recognize attributes that we as a society see as desirable in individuals, such as honesty, and will understand that dishonesty carries negative consequences.</p> <p>Students will analyze the moral of the “white lie” - Lying might be necessary or good in some situations, to avoid hurting someone’s feelings or to give them hope.</p> <p>Students will understand the following: <i>Honesty</i> is about being truthful in what you say and in what you do. <i>Honesty</i> includes telling the truth, not hiding the truth (deceiving), and acting in a way that is morally right. Honesty is important to how family, relationships and society function.</p> <p>Values in focus</p> <ul style="list-style-type: none"> • Honesty & Trustworthiness not Dishonesty • Integrity • Responsibility



<i>Duration</i>	120 min
<i>Resources and materials:</i>	<p>Dictionary, Multimedia, PC Online resources: video, texts, music</p> <p><u>2. The Boy Who Cried Wolf</u> Song by Passenger</p> <p>https://www.youtube.com/watch?v=v81aY4JPFUo</p> <p>2. <u>The boy who cried wolf</u> Traditional</p> <p>A boy called Peter lived with his parents in a village on the hillside. His parents, like most of the other people in the village, were sheep farmers. Everybody in the village took turns to look after the sheep, and when Peter was 10 years old, he was considered old enough to take his turn at shepherding.</p> <p>But Peter was too easily bored, and he found it very tiresome being on the hillside with only sheep for company. So he'd find ways to amuse himself, running up rocks, climbing trees, chasing sheep, but nothing really kept him amused for very long. Then he hit upon a brilliant idea. He climbed to the top of the tallest tree and started shouting towards the village: "Wolf! Wolf! Wooolf! Woohoolf!"</p> <p>One of the villagers heard him, and got all the other men together, and armed with axes, hoes, and forks, they ran out of the village to chase away the wolf and save their herd. Of course, when they got there, they merely found Peter perched high up in his tree, laughing, and the sheep grazing peacefully. They were very annoyed with him. That night Peter got a spanking from his mother and was sent to bed without any supper.</p> <p>For a while life went on again as normal, and people forgot about the incident. Peter managed to behave himself whenever it was his turn to mind the sheep. Until one day, he got really bored again. He picked up some sticks, and running through where the sheep were grazing, he started</p>



	<p>hitting the sticks together, and shouting: “Wolf! Wolf! Woolf! Woohoolf! Woohooohoolf!”</p> <p>Sure enough, somebody in the village heard and before long the men all come running up the hill armed with their sticks and axes and hoes and shovels, ready to chase away the big bad wolf, and save their sheep and the poor shepherd boy. Imagine their consternation when they arrived in the field to see their herd grazing peacefully, and Peter sitting on a big rock, laughing uncontrollably.</p> <p>That night Peter got a good telling off, an even better spanking from his mother, and was again sent to bed without any supper. For a few days people in the village went around moaning about Peter and his tricks, but before long things settled down again, and life resumed its normal uneventful course, and Peter had to do his turn at shepherding again every now and then. He decided he should behave himself; he really didn’t want to upset everybody all the time, and he especially didn’t want another one of his mother’s spankings!</p> <p>Then, one afternoon when Peter was in the fields with the sheep, he noticed some of them were getting nervous, they started bleating and running hither and thither. Peter didn’t know what was the cause of this strange behavior, sheep were running all over and making an ever louder racket. He got worried and decided to climb a tree so he could see what was going on. He balanced on a sturdy branch and looked around, what he saw almost made him fall out of the tree. There was a great big hairy wolf, chasing the sheep, biting at their legs, snapping at their tails. For a few seconds Peter was speechless. Then he started shouting: “Woolf! Woolf! Woohooooloo!”</p> <p>In the village an old man heard the shouting. “Oh no, not that Peter again”, he said, shaking his head. “What’s going on?” enquired another villager. “It’s that Peter again, he just can’t help himself”.</p> <p>“That boy needs to be the center of attention all the time”, said another. “Wait till his mother gets a hold of him”, added yet another. Nobody believed that this time there</p>
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really was a wolf, and nobody got their hoe out, or their axe, or their shovel. All the sticks were left in the sheds and nobody rushed up the hillside. It wasn't until very much later that afternoon, that the boy sent to take over the shepherding from Peter found dead sheep's bodies strewn all over the hillside, and Peter still up there in his tree, whimpering, that the villagers found out there really had been a wolf this time.

At last Peter learnt his lesson, that if you always tell lies, people will eventually stop believing you; and then when you're telling the truth for a change, when you really need them to believe you, they won't.

<https://www.youtube.com/watch?v=ntswPN4Ed4A>

3.

Honesty

cover by Beyoncé - original song by Billy Joel & lyrics

<https://www.youtube.com/watch?v=5Hyc4TiEQHw>

4.

Blood of a Mole,

Short story by

Zdravka Eftimova, BG

<https://www.nchumanities.org/sites/default/files/f-%20Eftimova-Blood%20of%20a%20Mole.pdf>

5.

Truth and Honesty

[Truth And Honesty - YouTube](#) 4:13 min. Aretha Franklin

6. [An Honest Kid](#) - true story about the rewards of honesty

An Honest Kid - Printable version

True story of a boy whose honesty in T-ball gained him recognition in Sports Illustrated magazine. Seven-year-old boy named Tanner Musey's reputation for being honest earned him a mention in the "Scorecard" column in the July 10, 1989, issue of Sports Illustrated magazine. During a T-ball game in Wellington, Florida, Tanner attempted to tag a player leaving first base. When the umpire called the



	<p>player out, Tanner immediately informed the umpire that he hadn't managed to tag the runner. Two weeks later, Tanner encountered the same umpire in another T-ball game. This time, Tanner was playing short-stop and tagged a runner as they approached third base. Then the umpire called the player safe, Tanner didn't say a word, but the umpire noticed his surprise at the call. "Did you tag the runner?" she asked Tanner. When Tanner affirmed that he had, the umpire changed his decision and called the player out. When the coaches and other protested, the umpire stood by her decision, informing them that she had learned to trust Tanner, because of his honesty.</p>
<p><i>Specific description plan step by step</i></p>	<p><u>Activity 1: What is Honesty?</u></p> <p>Students will define honesty and give examples and synonyms which reflect on the value of honesty.</p> <ol style="list-style-type: none"> 1. The students give the dictionary definition in order to define honesty as a fair and straightforward conduct. They look for examples to describe the definition. 2. They brainstorm examples of honesty and discuss its values and benefits to the community, family, friends, and self. Students look for opportunities to demonstrate honesty to improve the relationships in their lives and communities. 3. The students rate on a scale of 1 to 5 (holding up one to five fingers) how honest they feel different people or institutions are: <ul style="list-style-type: none"> - How honest do you think your best friends is? - How honest do you think your teachers are? - How honest do you think your parents are? - Middle school students in general? - The reporter in the local newspaper? - Politicians in general? - How honest do you think people on Twitter and Facebook are? 4. Place students in groups of four. Each group brainstorms and discusses what it means to be honest. Each group has 5 - 10 minutes to describe what honesty sounds like, looks like, feels like; They will come up with examples and non-examples of honest behavior and words that describe a person of



honor (honest person); Make a list of descriptions of the key words from the group discussion (good reputation, reliable, trustworthy, non-deceptive behavior, doing the right thing, keeping promises, doing what you say you will do , etc.)

Activity 2:

Students will identify and recognize attributes that we as a society see as desirable in individuals such as honesty and integrity. Honesty requires other character traits such as good judgment, responsibility, loyalty, and courage. Students will analyze the meaning behind a “white lie”.

The students work in small groups to identify and list which values are being addressed in the quotes of the following’s stories:

- ‘The boy who cried wolf’
- Honesty, song by Billy Joel & lyrics
- Blood of a Mole, Short story by Zdravka Eftimova
- Truth and Honesty, song by **Aretha Franklin**
- An Honest Kid, true story

Discuss the moral of the story in terms of telling the truth. Lead discussion with students to draw out the following ideas.

- Telling lies may eventually destroy one’s credibility.
- Individuals sometimes lie to cover up mistakes or an offence.
- Individuals may lie to protect the feelings of others.
- Individuals may lie out of fear.
- Lying might be necessary or good in some situations.

Examples:

***"Honesty is such a lonely word
Everyone is so untrue
Honesty is hardly ever heard
And mostly what I need from you."***

From lyrics of Billy Joel song, "Honesty" (Full lyrics may not be appropriate for all ages)

Questions for discussion:



Why is honesty a lonely word?

What are some ways to model honesty?

Why is honesty needed between people?

What are some consequences of dishonesty?

Discovering Activity 3 :

Students will understand the following:

Honesty is about being truthful in what you say and in what you do.

Honesty includes telling the truth, not hiding the truth (deceiving), and acting in a way that is morally right.

Honesty is important to how family, relationships and society function.

What do you do when no-one is watching?

The teacher asks the students to role-play or discuss in groups the following scenario:

A child buys a drink and notices that the shopkeeper accidentally gave them too much change. Their parent is present but is distracted. Each group decides what is to happen and acts out what the child did.

Do they tell the shopkeeper and give the money back?

Do they take the money and not tell anyone?

Do they tell their parent?

Each group reports back to the class on what they decided and on the reasons for their choices.

- What are the main values that are being tested here?
- Would it make a difference if they take the money to buy something they need?
- What if they take the money to give them to someone in need?
- What does it mean to the shopkeeper if the money is taken?
- What would the child do if they got caught by the shopkeeper or the parent?
- What are the consequences of each action taken and how might it make each person feel?
- Does it make a difference to your behavior if someone is watching?

Activity 4: Writing



	<p>Students will understand that honesty is a powerful tool that is often underestimated along the journey to a greater life.</p> <p>Being truthful to yourself can provide amazing inner strength and freedom.</p> <p>Video: <u>Honesty is a powerful tool that is often underestimated along the journey to a greater life. Being truthful to yourself can provide amazing inner strength and freedom. We often think of honesty towards others but not so often for ourselves. When we start</u></p> <p>What role does honesty play in relationships and life success?</p> <p>How can developing honesty lead to common good?</p> <p><i>For 20 -30 min. the student will:</i></p> <ul style="list-style-type: none"> • <i>Write about how the common good is a motivation for making honest choices.</i>
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Honesty

AGE GROUP 16 – 19

<i>Habit – Honesty</i>	Understanding that social evolution is due to mixtures of individuals To be open minded
<i>Age /year of school</i>	16 – 19 years
<i>Activity/Game</i>	Name of the activity/game: “Europe: Cultural diversity to break down prejudices”
<i>Duration</i>	120 minutes
<i>Resources and materials</i>	<ul style="list-style-type: none"> - Laptop - Space for teams - The students will present their project in a Power-Point with videos, images
<i>Specific description plan step by step</i>	<ol style="list-style-type: none"> 1. Divide the class into groups of up to 4 2. Select themes according to the interest of the students: economy, art, architecture, politics, music, celebrities of the TV (star of films, series) 3. After the choice of themes: it is necessary to search how in this theme, a particular origin that makes us think outside prejudice; research of the origins or external contributions in the chosen field with a link today This 3rd stage is the most important because it is necessary to carry out precise research 4. To report on his research work by a formatting and sound report or video to show the link between progress and foreign influences. <p>Examples:</p> <p><u>In music</u> - importance of black slave music at the origin of jazz and blues// for fado: influence of Brazilian slaves in the realization of this Portuguese national song</p> <p><u>In contemporary art</u>: the sculpture of Brancusi brought new things = it is a Romanian sculptor</p>



	<p><u><i>In economics:</i></u> the return to the consumption slowdown can be based on the Chilean author</p> <p>Luis Sépulveda</p> <p><u><i>In science:</i></u> contribution of Chinese medicine dating from the 5th century BC - 3rd world medicine in antiquity. // or mathematics and Arabs</p> <p>Students learn that the progress and talent of a society also depends on the foreigners who form it or have formed it</p>
<i>Activity book</i>	<p>Worksheet</p> <ul style="list-style-type: none"> - capture slides of each student's production. - summarize for each group of their investigation.

EQUITY



Equity

AGE GROUP 6 – 10

<i>Habit – Equity</i>	<p>Description and importance at school:</p> <ul style="list-style-type: none"> - Motivating students to put themselves in front of real life situations. - To clarify ways of being, making them understand that treating others equally does not always mean adopting the fairest behaviour. - To draw attention to the fairness of certain behaviours/decision making which are not always well understood.
<i>Activity/ Game</i>	“Equity”
<i>Age/ School year</i>	6 and over
<i>Length</i>	Activity: 45 minutes All school year
<i>Resources and materials</i>	Worksheet Pencils
<i>Lesson plan</i>	<p>The teacher presents the worksheet, asking students to complete sentences such as "If I were a ... I would be ...", indicating that each choice needs to be justified.</p> <p>The teacher collects the answers and, without divulging any names, reads them out to the class, giving the students the opportunity to identify the colleague who expressed those preferences and justifications.</p> <p>The dialogue then focuses on the similarities and differences found in each one's choices, leading the group to conclude that they all have different choices and/or for different reasons. Despite belonging to the same set of students and being in the same age group, each of them has a very specific, particular and individual existence.</p> <p>Afterwards, the pupils are directed to the image from exercise 2 and are asked to explore its meaning.</p> <p>They are then asked for other examples of not equal, but fair treatment (possible examples: real life situations -</p>

	<p>birthday presents which, even if they have the same monetary value, are chosen according to each person's personality and tastes; school situations: differentiated sheets; seating the students in the classroom by height/vision problems/diagnosed difficulties...; levels of demand appropriate to each person's ability to respond; ...). Finally, the students read the sentences about the concepts of equality and fairness, selecting the ones they consider to be most correct, in order to conclude whether or not the concept was well assimilated.</p> <p>In a second lesson, the data, which has been collected in the preparation of the worksheets, can be presented in graphical form and mathematical treatment of the numbers obtained. Once again, the students are motivated to reflect on the topic and the result of the activity.</p>
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Equity

If I were...

a) a colour, I would be _____ because

_____;

b) a pet, I would be _____ because

_____;

c) a wild animal, I would be _____ because

_____;

d) an object, I would be _____ because

_____;

e) a season of the year, I would be _____ because

_____.

Look at the picture.

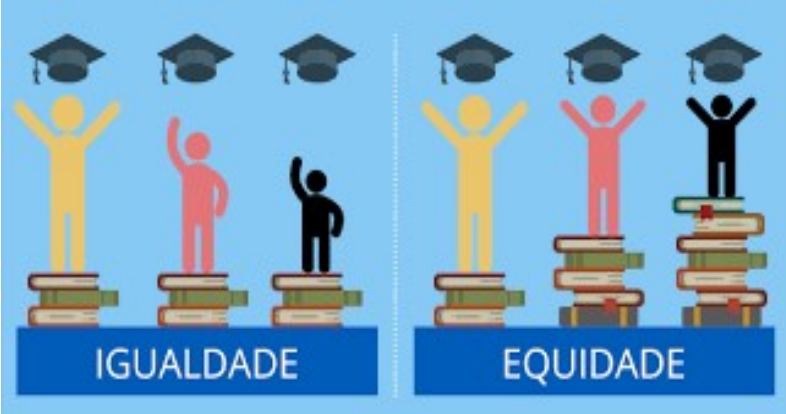


What do you think about it? Choose your answers.

- a) Equity is having the same opportunities in life.
- b) Equity is having the chance to accomplish equal goals, even if using different strategies.
- c) Equity is the same as equality.
- d) All people should have the same tools to achieve their goals.
- e) People should be able to have the tools they need to achieve their goals.
- f) Equity is adapting the situations to each one; equality is presenting the same situations to everyone.

Equity

AGE GROUP 10 – 14

<p><i>Habit – Equity</i></p>	<p>Description and importance in school: - Promote self-knowledge and self-awareness. - Build an environment of equity in the classroom.</p> 
<p><i>Activity/ Game</i></p>	<p>Name of the activity “My box”</p>
<p><i>Age/ School year</i></p>	<p>10 -14 years old</p>
<p><i>Length</i></p>	<p>Activity: 90 minutes</p>
<p><i>Resources/ material</i></p>	<p>Boxes “Personal objects”</p>
<p><i>Description/ Lesson Plan</i></p>	<p>The teacher proposes that the students bring to class three objects that describe them and aspects of their social identity and put them in a box/ chest. In class, the activity follows these steps: 1. The teacher shares first, their own box, in order to model self-awareness and reflection. 2. Students prepare the activity and present their boxes and objects (3 to 5 minutes). 3. After all presentations are finished, they make a joint reflection with the class. The aim is to learn something new about colleagues or themselves and to reflect on their social identities. In this way, an atmosphere of fairness is fostered, in which the starting points for learning are diverse.</p>

Equity

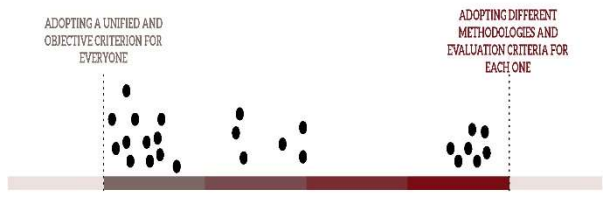
AGE GROUP 14 – 16



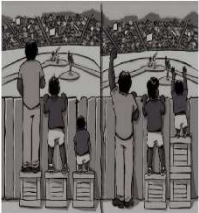
<i>Habit – Equity</i>	<p>Description and importance in school:</p> <p>Equity is the ability of giving everyone what he/she deserves, not in terms of theoretical justice or equality but taking into account his/her specific needs, backgrounds and situations.</p> <p>A serious reflection on Equity is crucial in the school system. From the point of view of the students, thinking in terms of equity is important to experience the complexity of a multicultural and multi-ethnic society fully and deeply within the ‘microcosm’ of their own class.</p> <p>From the point of view of the teachers, equity is probably the most important feature in the relationship of an educator with his students, not only in the process of evaluation but also – or maybe especially – in the daily school activity.</p>								
<i>Activity/Game</i>	Equality or Equity? I take a position								
<i>Age /year of school</i>	14-16								
<i>Duration</i>	2 hours								
<i>Resources and materials</i>	Whiteboard, paper, scotch tape								
<p><i>Specific description</i></p> <p><i>lesson report step by step</i></p>	<p style="text-align: center;"><u>Summary</u></p> <p>I STAGE</p> <table border="1" data-bbox="612 1574 1465 1957"> <tr> <td data-bbox="612 1574 863 1659">title</td> <td data-bbox="863 1574 1465 1659"><i>Equity: definitions</i></td> </tr> <tr> <td data-bbox="612 1659 863 1744">length</td> <td data-bbox="863 1659 1465 1744"><i>About 25 minutes</i></td> </tr> <tr> <td data-bbox="612 1744 863 1830">methodology</td> <td data-bbox="863 1744 1465 1830"><i>Brain storming</i></td> </tr> <tr> <td data-bbox="612 1830 863 1957">procedures</td> <td data-bbox="863 1830 1465 1957">the teacher asks the students to give a definition of the word ‘equity’ with a synonym, a periphrasis or a circumlocution</td> </tr> </table>	title	<i>Equity: definitions</i>	length	<i>About 25 minutes</i>	methodology	<i>Brain storming</i>	procedures	the teacher asks the students to give a definition of the word ‘equity’ with a synonym, a periphrasis or a circumlocution
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length	<i>About 25 minutes</i>								
methodology	<i>Brain storming</i>								
procedures	the teacher asks the students to give a definition of the word ‘equity’ with a synonym, a periphrasis or a circumlocution								



	Results	<p style="text-align: center;">EQUITY IS</p> <p style="text-align: center;">EQUALITY JUSTICE</p> <p style="text-align: center;">CORRECTNESS</p> <p style="text-align: center;">EQUILIBRIUM BALANCE</p> <p style="text-align: center;">IMPARTIALITY</p>
	II STAGE	
	title	<i>Positioning</i>
	length	<i>About 30 minutes</i>
	methodology	<i>Collective discussion / sociometric test: physical positioning in relation to two opposite options</i>
procedures	<p>The teacher introduces a ‘case-study’ about the exercise of equity: the school evaluation of the students. At the end of the debate, two options are on stage:</p> <p>1: equity = adopting a unified and objective criterion for the whole students</p> <p>2: equity = adopting different methodologies and evaluation criteria for each student.</p> <p>Then, the teacher draws a line on the classroom floor with the scotch tape and at both ends of the line places two papers with the two opposite definitions. He gives the students five minutes to think about the two options and then asks them to physically position themselves on the line, according to their agreement with one or the other definition.</p>	



	Resulting sociogram	<p style="text-align: center;">EQUITY IS</p> 
III STAGE		
	title	<i>Re-positioning</i>
	length	<i>About 35 minutes</i>
	methodology	<i>Collective discussion / sociometric test: physical positioning in relation to two opposite options</i>
	Procedures	<p>The teacher engages students with new questions, to add new issues and some extra food for thought.</p> <p>An equitable evaluation should or should not consider</p> <ul style="list-style-type: none"> • the different starting levels of each student. • family status, social conditions, economic situation, and cultural background of each student. • the character, the personality and the personal issues of every single individual who is being evaluated. <p>At the end of the debate, the teacher asks the students to re-position themselves on the line, in the light of the last discussion.</p>

	<p>Resulting sociogram</p>	<p style="text-align: center;">EQUITY IS</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>ADOPTING A UNIFIED AND OBJECTIVE CRITERION FOR EVERYONE</p>  </div> <div style="text-align: center;"> <p>ADOPTING DIFFERENT METHODOLOGIES AND EVALUATION CRITERIA FOR EACH ONE</p>  </div> </div>
<p>IV STAGE</p>		
<p>title</p>		<p><i>Conclusion</i></p>
<p>length</p>		<p><i>About 15 minutes</i></p>
<p>methodology</p>		<p><i>Discussion about an image</i></p>
<p>Procedures</p>		<p>The teacher asks the students to comment this drawing, in the light of the whole activity</p>
		<p style="text-align: center;">EQUITY IS</p> 

Equity

AGE GROUP 16 – 19

<i>Habit – Equity</i>	<p>Description and importance in school:</p> <p>Equity is the ability of giving everyone what he/she deserves, not in terms of theoretical justice or equality but considering his/her specific needs, backgrounds and situations. A serious reflection on Equity is crucial in the school system. From the point of view of the students, thinking in terms of equity is important to experience the complexity of a multicultural and multi-ethnic society fully and deeply within the ‘microcosm’ of their own class. From the point of view of the teachers, equity is probably the most important feature in the relationship of an educator with his students, not only in the process of evaluation but also – or maybe especially – in the daily school activity.</p>										
<i>Activity/Game</i>	Equity vs. Meritocracy										
<i>Age /year of school</i>	16 - 19										
<i>Duration</i>	4 hours										
<i>Resources and materials</i>	Whiteboard - two fictitious but realistic resumes – two fictitious but realistic biographies										
<p><i>Specific description</i></p> <p><i>lesson report step by step</i></p>	<p style="text-align: center;">EQUITY vs. MERITOCRACY</p> <table border="1" data-bbox="592 1402 1449 1883"> <thead> <tr> <th><u>stage</u></th> <th><u>time</u></th> <th><u>methodology</u></th> <th><u>Activity</u></th> <th><u>materials</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1 h.</td> <td>Brain storming</td> <td>Discussion about two questions: 1 What does the word “meritocracy” mean? 2 Is meritocracy a form of equity?</td> <td>White board</td> </tr> </tbody> </table>	<u>stage</u>	<u>time</u>	<u>methodology</u>	<u>Activity</u>	<u>materials</u>	1	1 h.	Brain storming	Discussion about two questions: 1 What does the word “meritocracy” mean? 2 Is meritocracy a form of equity?	White board
<u>stage</u>	<u>time</u>	<u>methodology</u>	<u>Activity</u>	<u>materials</u>							
1	1 h.	Brain storming	Discussion about two questions: 1 What does the word “meritocracy” mean? 2 Is meritocracy a form of equity?	White board							



	2	1 h.	Work in groups / role play	The teacher asks the groups to act like a staff selection committee for a big company. They must compare two resumes. At the end, they must choose the best candidate according to meritocracy	Two resumes The two resumes, fictitious but realistic, should be slightly different and no information should be given about the background of the two people
	3	1 h.	Work in groups	The teacher gives the students two papers with a short biography of each candidate. After reading the biographies, each group can confirm or reconsider its decision	Two fictitious but realistic biographies The candidate with the slightly better curriculum should belong to the upper class: the parents should be high-level professionals (university teachers, doctors, lawyers, judges, architects, engineers, scientists etc.), and the candidate should have attended the best private schools and universities in his country and abroad. The candidate with the



					slightly worse curriculum should belong to the working class: the parents should have a low or medium level of education and occupation and the candidate should have attended public school and university in his own town.
	4	1 h.	Free discussion	The teacher asks the students the same question of stage 1: is meritocracy a form of equity?	White board



RESPECT



Respect

AGE GROUP 6 – 10

Habit – Respect	Description and importance in school: RESPECT - to work effectively in diverse teams
Activity/Game	Name of the activity/game: How does respect sound?
Age /year of school	6- 10
Duration	40 minutes
Resources and materials	Students' notebook pen and paper
Specific description lesson plan step by step	<p>How does respect sound?</p> <p>Pre-activity as homework Students are invited to reflect on language and write respectful words, phrases, sentences we often use.</p> <p>Activity as homework correction In class, all the students must be opinionated. The teacher asks students what they have written on their notebook. Students speak one by one. Students take notes and complete the activity. The teacher corrects and suggests better forms.</p> <p>RESULTS How does respect sound?</p> <ul style="list-style-type: none"> • Please • I'm sorry • I'm so sorry • Excuse me • Thank you • kindly • See you later! • Pardon • You're welcome



	<ul style="list-style-type: none"> • How are you? • Hello/ Good morning • Bye, bye! • I'll never do it again! I promise you. • I didn't mean it. Forgive me. • I didn't do it on purpose. I'm sorry. • Be careful! • Watch out! • Don't put the blame on me. I'm only a human being. • Don't worry! It's not your fault. • I'm not a liar! I always tell the truth. • It's never too late to apologize. • Ladies first! • Will you/ Would you.....? • Can I/May I.....? • Do you mind if I
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Respect

AGE GROUP 10 – 14

Habit – Respect	Description and importance in school: RESPECT - to work effectively in diverse teams
Activity/Game	Name of the activity/game: RESPECT vs DISRESPECT (role-play)
Age /year of school	10 - 14 years old
Duration	50 minutes
Resources and materials	Printed flashcards or slips of papers provided by the teacher
Specific description lesson plan step by step	<p>6th activity: RESPECT vs DISRESPECT (role-play)</p> <ul style="list-style-type: none"> • Divide the class into pairs. • Say: “Please sit with your partner. When I call you, come to the front of the room. I will give you a slip of paper with a secret statement on it. The statement has something to do with respect or lack of respect. You will have only 60 seconds to think and plan with your partner and 30 seconds to act out the situation. Then, the class will try to guess what the situation was. You may use words in your skit but be sure not to use the words from your secret statement.” • Otherwise, students can read the following suggestions and act out one of the situations dealing with respect or disrespect: <ul style="list-style-type: none"> • Being polite shows respect. • Allowing others to have privacy shows respect. • It is disrespectful to insult or embarrass others. • A person should respect himself or herself ... not just others. • Accepting and enjoying individual differences between people shows respect.



	<ul style="list-style-type: none"> • Judging others on their virtues or accomplishments shows respect. • It is disrespectful to judge others by their race, religion, or nationality. • It is disrespectful to judge others by their age or gender. • Admiring someone else's traditions shows respect. • It is disrespectful to judge others by their physical or mental condition. • It is disrespectful to harass or mistreat others. • Open-mindedness about those with different opinions shows respect. • A person should respect the earth ... not just people. • A person should respect animals ... not just people. • Working to solve problems without violence shows respect.
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Respect

AGE GROUP 14 – 16

<i>Habit – Respect</i>	Description and importance in school: RESPECT - to work effectively in diverse teams
<i>Activity/Game</i>	Name of the activity/game: 1st activity - Read the quotation, speak, do research (warm-up)
<i>Age /year of school</i>	14 – 16 years old
<i>Duration</i>	40 minutes
<i>Resources and materials</i>	A quotation on respect – provided and showed by the teacher. Any device with internet connection.
<i>Specific description</i> <i>lesson plan step by step</i>	<p>1st activity - Read the quotation, talk, do research (warm-up)</p> <ul style="list-style-type: none"> • Students are invited to read a quotation upon “respect” by Aretha Franklin. • Brief talk about students' reflections and reactions through Questions and Answers. <p>- Have you ever heard about Aretha Franklin?</p> <p>- What songs do you know by her?</p> <p>- Why is the song “Respect” so important and famous? - Is this quote still relevant?</p> <p>- What do you know about the “Me too” Movement?</p> <p>- What do you think about “Black Lives Matter”?</p> <p>- Are we in the middle of a new cultural revolution?</p> <ul style="list-style-type: none"> • Students are asked to do research online in order to get information about Aretha Franklin as well as the song “Respect”. • Students share their research





"We all require and want respect; man or woman, black or white. It's our basic human right."
 –Aretha Franklin



RESULTS

Aretha Franklin (1942- 2018), an American musical icon also known as the 'Queen of Soul'. The song "Respect" was recorded and sung by Otis Redding in 1965. In 1967 Aretha Franklin altered the lyrics to represent herself, a strong woman demanding respect from her man. Aretha sings hers with a great urgency and power. Franklin's demands for "Respect" were associated either with **black freedom struggles** or **women's liberation**.

"Respect" hit at a time when millions of people were feeling marginalized in an era where inequality and social injustice was the norm. This song became a theme song in the civil rights movement and a feminist anthem. It was then, and is now still, a strong symbol of female empowerment.



Respect

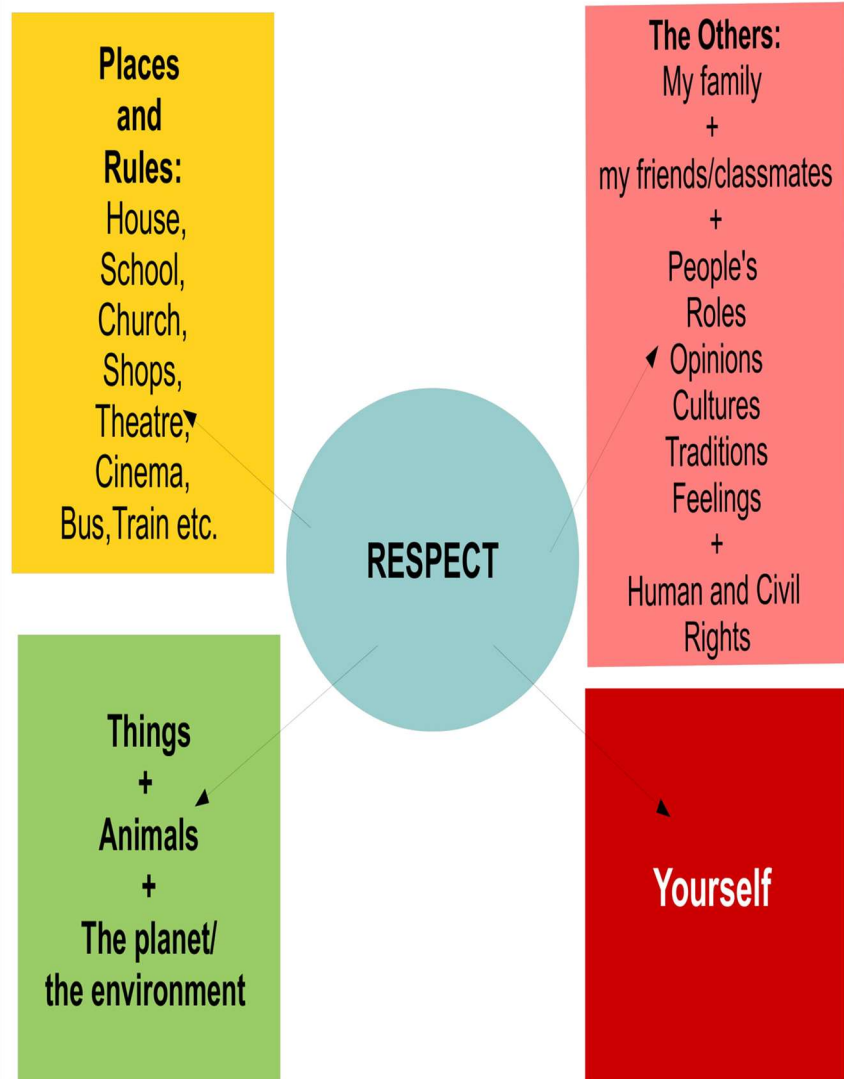
AGE GROUP 16 – 19

<i>Habit – Respect</i>	Description and importance in school: RESPECT - to work effectively in diverse teams
<i>Activity/Game</i>	Name of the activity/game: 3 rd activity: Brainstorming on Respect (Discuss + mind map)
<i>Age /year of school</i>	16-19 years old
<i>Duration</i>	3 rd activity: 50 minutes
<i>Resources and materials</i>	Pen and paper Blackboard or Whiteboard or a virtual class (Google Classroom, My School etc.,)
<i>Specific description</i> <i>lesson plan step by step</i>	<p>3rd activity-Brainstorming (Discuss+ mind map)</p> <ul style="list-style-type: none"> • Through a series of questions provided by the teacher, SS speak and try to define freely the meaning of respect, and what it implies or embodies. • SS can focus on their personal experiences. • Students' answers are written down on the whiteboard. • Students filter and select their answers. • Students try to collect some of the answers in order to group them in a mind map. • The teacher guides and simplifies. <p style="text-align: center;">RESULTS</p> <p>We have come to the conclusion that:</p> <ul style="list-style-type: none"> • the term “Respect” is too complex to define. Students need to use examples to make themselves clear. • through a variety of examples, we can claim that



“Respect” can be explained in terms of behaviours and relationships in different contexts and situations.

- After collecting the examples provided by the students, we grouped them in a mind map.




INTEGRITY



Integrity

AGE GROUP 6 – 10

<i>Habit - INTEGRITY</i>	Description and role in school life (for the specific age): Online classes can present unique challenges, if you're not prepared. But if you develop skills for effective online learning, you'll find the courses can be an excellent alternative. It is big challenge for small children to behave proper during the online learning.
<i>Age /year of school</i>	6-9 years (Nursery- Primary)
<i>Activity/Game</i>	Name of the activity/game: Golden rules by online teaching
<i>Duration</i>	30 - 40 min
<i>Resources and materials</i> <i>Online resources</i>	Poster, cards, PPT presentation  12 habits for success – Integrity -
<i>Specific description plan step by step</i> <i>a guide – teacher's methods, techniques, approaches</i>	1. The teacher shows the poster (PPT presentation) to the children. 2. They discuss every pictogram on the slides. 3. The children are divided in two groups. The first one receives cards with images showing appropriate and inappropriate behavior in online lesson and the second one receives signs YES/ RIGHT or NO / WRONG. 4. The children (1 st group) one by one show a behavior card and the children from the 2nd group one by one respond showing a sign YES or NO. The groups may swap the cards/signs and play again. 5. The teacher and the children discuss the answers and make some conclusions.
<i>what did pupils learn</i>	The children become more familiar with the golden rules in an online lesson.
<i>Activity book</i>	yes






12 HABITS FOR SUCCESS – INTEGRITY

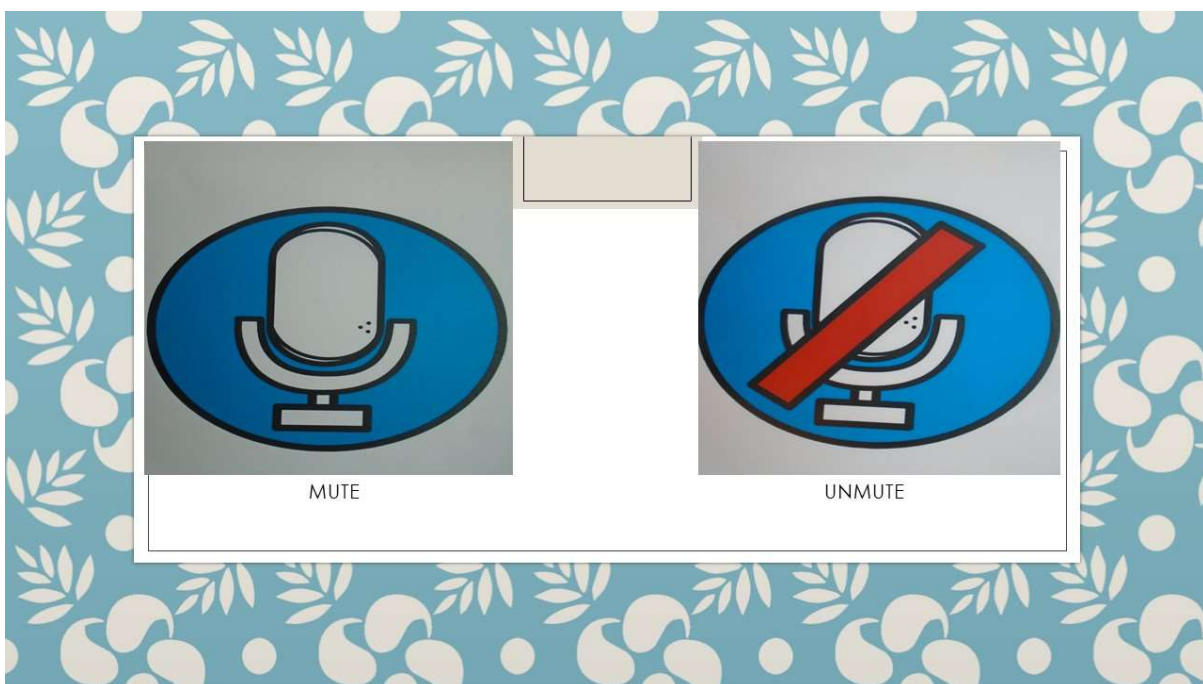
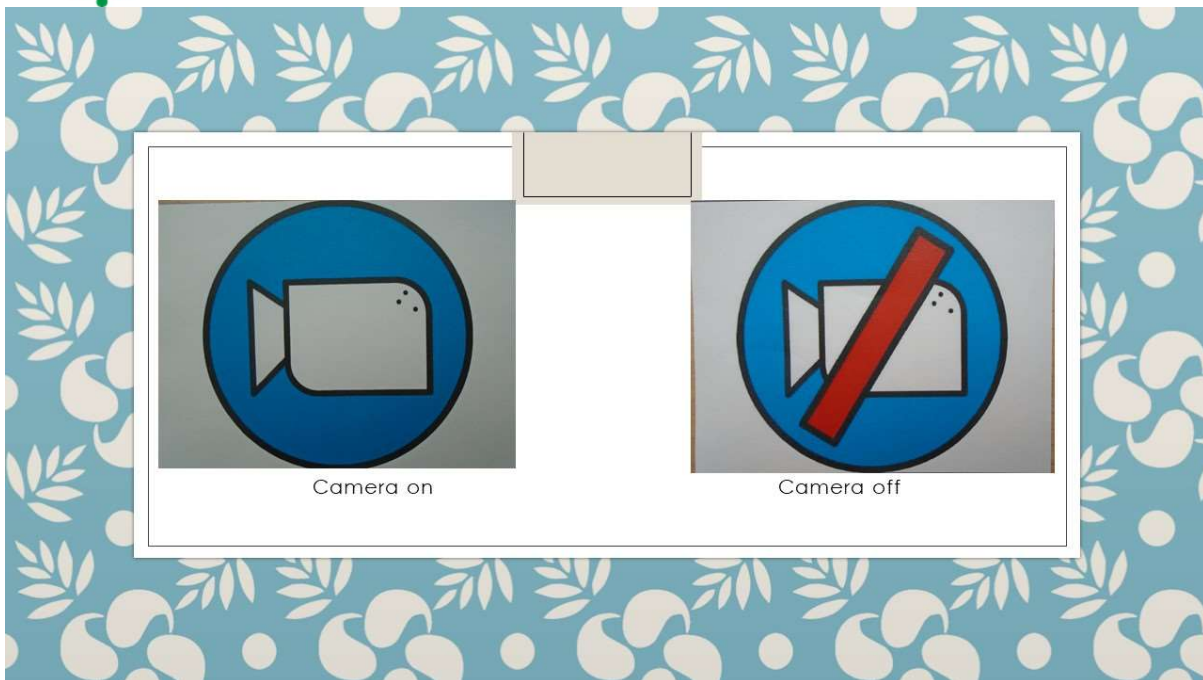
USE ICT ACCURATELY, ETHICALLY AND LEGALLY

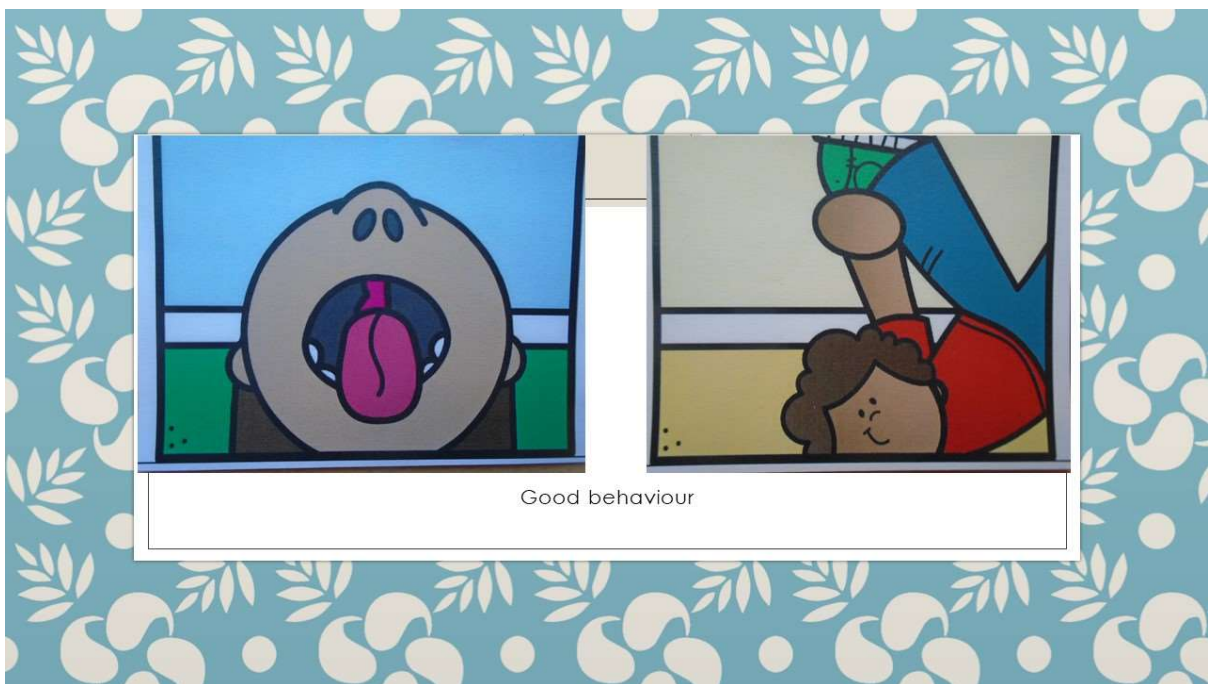
GOLDEN RULES BY ONLINETEACHING

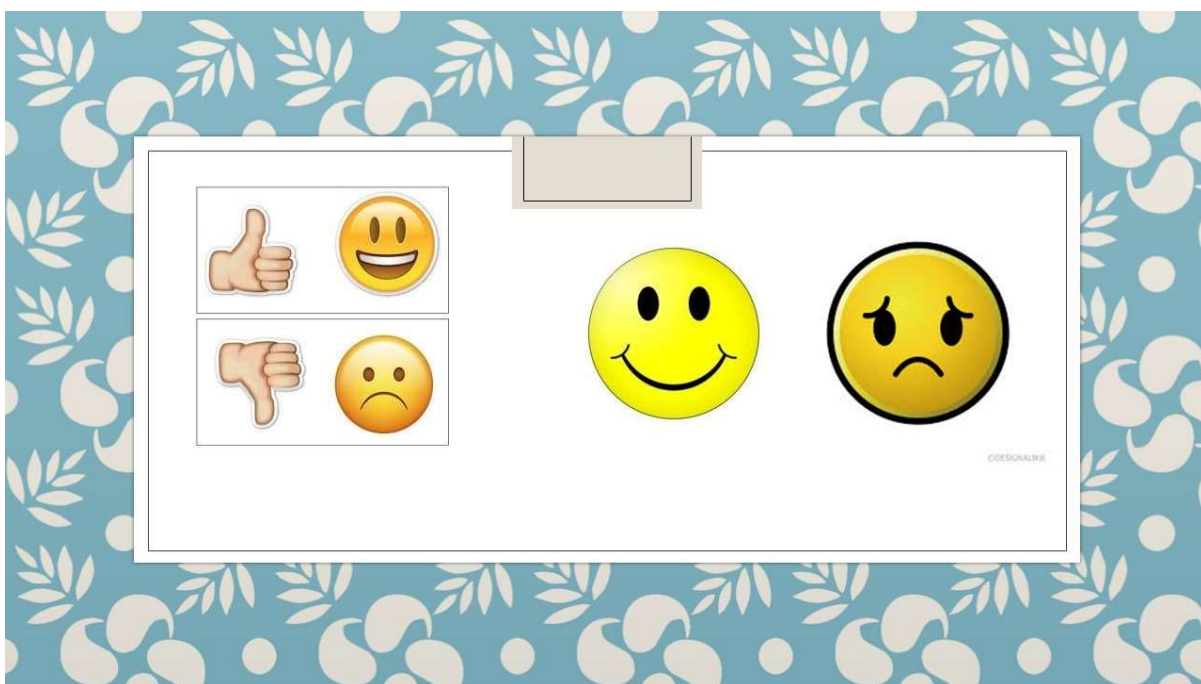
EEB4-Integrity-1 age group

Virtual Classroom Rules

 Be on time.	 Act like you're at school.	 Sit in I spot during class.
 Keep yourself muted.	 Turn on your video.	 Raise your hand to talk.
 Listen.	 No eating during class.	 HAVE FUN AND DO YOUR BEST!








Integrity

AGE GROUP 10 – 14

<i>Habit – INTEGRITY</i>	Students will learn what integrity is and how it affects other people. Through many videos and photos, they will understand the different types of manifestation of kindness, which will make them think about how important it is for a person to show integrity.
<i>Age /year of school</i>	10 - 12 years (Primary 4 - Secondary 1)
<i>Activity/Game</i>	Name of the activity/game: Have you ever heard of Integrity?
<i>Duration</i>	60 minutes
<i>Resources and materials</i> <i>Online resources</i>	 12 habits for success – Integrity - Presentation Video materials Pictures
<i>Specific description plan step by step</i> <i>a guide – teacher’s methods, techniques, approaches</i> <i>what did pupils learn</i>	<p>The lesson begins with an explanation of the topic and continue by following the slides from the PPT presentation. Students can analyze different situations of good and bad acts /behavior/. This will make them distinguish the different terms and understand what the topic really means. During the lesson, they will watch a video on the topic, including children at their age. This will show them that it is important for not only adults but also children to show integrity.</p> <p>At the end of the lesson, there are various situations who require a decision on how to proceed. This will test student’s imagination in dealing with situations of choice and put into practice new knowledge of how one can do best and show integrity.</p> <p>Pupils learn differentiate the different terms and understand what the INTEGRITY really means.</p>
<i>Activity book</i>	yes

Have you ever heard the word integrity?

- ▶ Do you know what it means?
- ▶ Have a look at these pictures and try to guess.



Now watch the video to find out what exactly integrity is.

- ▶ <https://www.youtube.com/watch?v=O5oZ-PlyH7M>



Is this boy showing integrity?



What about this boy?



Would you help the others in need?



Watch this famous young musician perform a song about kindness.

<https://www.youtube.com/watch?v=DKhlagG8T4M>



After watching the video can you tell what was his act of integrity in the song?



What could you do in these situations?

- You see a lost dog searching his owner.



What could you do in these situations?

- Someone has dropped in front of you his wallet with all of his money and documents.




What could you do in these situations?

- After buying food in the school canteen, you realize the seller gave you an extra 2 € with your change.



Thank you for your attention!





Resources

- <https://www.wikihow.com/Help-Others>
- <https://www.goodhousekeeping.com/uk/consumer-advice/a31942722/coronavirus-big-brands-business-helping/>
- <https://www.publicschoolreview.com/blog/some-d-c-public-schools-caught-cheating-but-problem-appears-limited>
- <https://tractive.com/blog/en/good-to-know/lost-dog-3-effective-steps>
- <https://www.experian.com/blogs/ask-experian/lost-or-stolen-wallet-heres-what-to-do/>
- <https://www.dreamstime.com/illustration/canteen-buying.html>



Integrity

AGE GROUP 14 – 16

<i>Habit – INTEGRITY</i>	Exploring Internet safety at school level independently and in groups. Children will use Padlet to pre-load and their own choice of apps or programmes to share their learning.
<i>Age /year of school</i>	Age 12 -15 years
<i>Activity/Game</i>	Name of the activity/game: Internet safety Padlet
<i>Duration</i>	Up to 5 x 45 minutes lessons
<i>Resources and materials</i> Online resources	Padlet with links to various Internet Safety resources: webpages, you tube videos, online games, podcasts, etc. Access to Microsoft Teams and Internet to share the Padlet Laptops I-pads
<i>Specific description plan step by step</i> <i>a guide – teacher’s methods, techniques, approaches</i>	<u>Lessons 1 and 2:</u> Individual exploration of internet safety resources via Sample Padlet: Internet Safety The children will be given access to a Padlet with links to various web-based resources on the theme of Internet Safety (link provided on our class ICT Teams page) Children will explore the various learning resources and make a decision about how they would like to communicate their learning to others. They will complete a form to choose between making a video, podcast, leaflet, Power Point or project of their own choice *It must be in a digital format <u>Lesson 3 to 5:</u> Collaborative group work using devices in class and a range of apps/programmes of their choice Children will work in groups. They will be asked to brainstorm their ideas about important internet safety rules



<p><i>what did pupils learn</i></p>	<p>They will work together on a laptop or i-pad to produce a collaborative product sharing what they know about Internet Safety with others. They will be encouraged to bear in mind the assessment criteria which will be available in Microsoft Forms via their O365 accounts.</p> <p><u>Lesson 5: Upload and sharing of projects via the Padlet</u></p> <p>Groups will save their projects and upload links to the Padlet. Other groups will access and read view projects created by other groups They will be encouraged to provide constructive feedback via Microsoft Forms</p> <p>The pupils explored safe use of the internet, internet safety rules and cooperative work.</p>
<p><i>Activity book</i></p>	<p>Worksheet: no Internet Safety</p>



Integrity

AGE GROUP 16 – 19

<p><i>Habit – Integrity</i></p>	<p>Challenge the students to do the right thing by exposing them to activities that dig deeper into the concept of integrity.</p> <p>The classroom presents many examples of ethical dilemmas that test students' integrity.</p> <p>Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.</p> <p>In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions.</p> <p>The word integrity evolved from the Latin adjective integer, meaning whole or complete. In this context, integrity is the inner sense of "wholeness" deriving from qualities such as honesty.</p>
<p><i>Age /year of school</i></p>	<p>Age 16 - 19 years old</p>
<p><i>Activity/Game</i></p>	<p>Name of the activity/game:</p> <p>Integrity is everything</p> <div data-bbox="1187 1039 1417 1272" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>No matter how educated, talented, rich or cool you believe you are, how you treat people ultimately tells all. Integrity is everything.</p> <p><small>PacificPlan The Pacific Plan of Success</small></p> </div>
<p><i>Duration</i></p>	<p>Up to 5 lessons x 45 minutes</p>
<p><i>Resources and materials</i></p>	<p>Laptops, I-pads, Internet connection</p> <p>Access to Microsoft Teams to work in online lessons, to work in groups and to share the information in Popplet – Integrity mind map, Padlet – Importance of Integrity (real-life situation) ,</p> <p>Creative work - Linolt - Honor code, BookCreator or MS Sway – poem, story, OnlineMovieMaker- video, film, song, Paint.net – drawing, painting</p> <p>Links to various resources: Child focus- teenagers; Child focus- right choice</p>

<p><i>Specific description plan step by step</i></p> <p><i>a guide – explanation of the teacher</i></p> <p><i>methods, techniques, approaches</i></p>	<p>Work in online lessons – Class/Group MS Teams meetings</p> <p><u>Lesson 1</u></p> <p>1. Create an e-mind map - Popplet – Integrity mind map Students will learn more about the importance of integrity if they have an opportunity to help define the concept and identify its purpose. Break students into 5-6 small groups (MS Teams) and ask them to brainstorm 4-5 definitions (synonyms)/qualities of personal integrity by asking the question: What does the word “integrity” mean to you? Bring the class back together and have groups share their results. Tell the class to work together to create the shared e-mind map (the most relevant and important definitions will be written in the red boxes).</p> <p>2. Give example of each of student’s suggestion related to use ICT and Internet</p> <p>3. Look and discuss different examples of using ICT accurately and Internet - netiquette etc. - Links to various resources: Child focus- teenagers; Child focus - right choice</p> <p>4. Discuss with the class and write your own definition of the habit Integrity: What does the word “integrity” mean to you? Know the meaning of the word.</p> <p><u>Lesson 2</u></p> <p>1. Comment on the quotes from celebrities related to integrity. Choose between 2 to 5 quotes from the suggested ones:</p> <p><i>INTEGRITY IS CHOOSING COURAGE OVER COMFORT; CHOOSING WHAT IS RIGHT OVER WHAT IS FUN, FAST, OR EASY; AND CHOOSING TO PRACTICE OUR VALUES RATHER THAN SIMPLY PROFESSING THEM.</i></p> <p style="text-align: right;"><i>Brené Brown</i></p> <p><i>I BELIEVE THAT EVERY RIGHT IMPLIES A RESPONSIBILITY; EVERY OPPORTUNITY, AN OBLIGATION; EVERY POSSESSION, A DUTY.</i></p> <p style="text-align: right;"><i>John D. Rockefeller Jr.</i></p> <p><i>INTEGRITY HAS NO NEED OF RULES.</i></p> <p style="text-align: right;"><i>Albert Camus</i></p>
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*INTEGRITY IS WHAT WE DO, WHAT WE SAY, AND
WHAT WE SAY WE DO.*

Don Galer

*REAL INTEGRITY STAYS IN PLACE WHETHER THE
TEST IS ADVERSITY OR PROSPERITY.*

Charles Swindoll

*DON'T WORRY SO MUCH ABOUT YOUR SELF-ES-
TEEM. WORRY MORE ABOUT YOUR CHARACTER. IN-
TEGRITY IS ITS OWN REWARD.*

Laura Schlessinger

*INTEGRITY IS TELLING MYSELF THE TRUTH. AND
HONESTY IS TELLING THE TRUTH TO OTHER PEO-
PLE.*

Spencer Johnson

*INTEGRITY IS NOT A CONDITIONAL WORD. IT
DOESN'T BLOW IN THE WIND OR CHANGE WITH THE
WEATHER. IT IS YOUR INNER IMAGE OF YOURSELF,
AND IF YOU LOOK IN THERE AND SEE A MAN WHO
WON'T CHEAT, THEN YOU KNOW HE NEVER WILL.*

John D. MacDonald

2. Discussion with the whole class. Examples of questions for the discussion:

- ✚ What are your favorite integrity quotes from the list? Why?
- ✚ Describe a person you know or have learned about who has integrity. What do you most admire about that person? Why?
- ✚ How does integrity affect the quality of our lives?
- ✚ Can a person live a life of integrity at all times? Is it ever okay to be dishonest? When or why?
- ✚ What skills do you possess that help you live with integrity? What skills would you like to improve?
- ✚ How do people learn to develop integrity?

Lesson 3

1. Create a [Padlet](#) – Importance of Integrity (real- life situa-
tion)

Applying principles of integrity to real-life situations help students develop skills, learn strategies and develop a

what did pupils learn

deeper of understanding of integrity. Break the class into 6 small groups (MS Teams) and provide varying scenarios for discussion. Cover topics like unethical/ethical behavior. The students will write and insert underneath each group column images/ videos/ comments on the [Padlet](#).

2. Discuss together with the class and define the importance of integrity in real life (when we are using ICT, Internet - Rules).

Lesson 4-5

1. Creative work

Break the class into small groups (MS Teams) and provide varying ideas for creative teamwork representing the Integrity. Choose only one activity. Suggestions:

- ❖ Create a [Linolt](#) – Code of Honor, Class Charter

Ask the class to use the information to develop an honor code on the [Linolt](#) board that outlines behavioral rules for the (online) classroom. Involve students in developing standards for classroom behavior that is rooted in integrity.

- ❖ Create/write poems, acrostic, stories on the habit integrity by using [BookCreator](#) or [MS Sway](#)
- ❖ Create a role-play, a short film/video presenting situation of integrity. Make an interview with the main characters - [OnlineMovieMaker](#).
- ❖ Write, compose, play and sing a song- [Online-MovieMaker](#).
- ❖ Make a drawing or painting showing Art and Integrity - [Paint.net](#)

2. Present the results and make a conclusion/overview with the whole class.

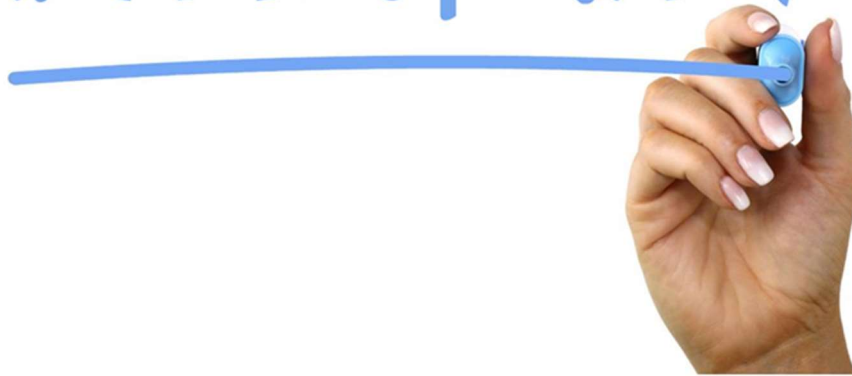
What did the pupils learn?

- ✓ To raise consciousness of personal responsibility to help students become more aware of right and wrong choices.
- ✓ To understand the importance of integrity and how it affects one's behavior.
- ✓ To define that integrity is the ability to act in ways that are coordinated with the values, beliefs, and moral principles we claim to hold. Integrity is about doing the



	right thing, even when no one is watching; and about courage, honesty, and respect in one's daily interactions.
<i>activity book</i>	Internet sites images - examples Internet sites integrity quotes - examples

INTEGRITY



4 BEHAVIOURAL INSIGHTS FOR PUBLIC INTEGRITY

<p>INTEGRITY DEPENDS ON</p>  <p>PEOPLE'S CHOICE</p> <p>Integrity policies need to take behaviour into account.</p>	<p>IT IS NOT ALL ABOUT</p>  <p>CONTROL AND ENFORCEMENT</p> <p>Over-strict control demotivates. Trust is more effective.</p>	<p>THERE ARE</p>  <p>NO ETHICAL SUPERHUMANS</p> <p>There are hundreds of ways for morals to slip your mind when taking a decision.</p>	<p>GUILT IS SMALLER WITH</p>  <p>DIFFUSED RESPONSIBILITY</p> <p>Shared decisions and disclosed information do not guarantee ethical choices.</p>
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SELF-CONTROL



Self-control

AGE GROUP 6 – 10

<i>Habit – Self-control</i>	Control over your own feelings Self-Control is the thinking skill that helps you to: <ul style="list-style-type: none"> • Keep control of your emotions when frustrated. • Think before you act. • Stop yourself from doing something you might regret.
<i>Activity/Game</i>	<i>Control of emotions</i>
<i>Age /year of school</i>	6-10 years old
<i>Duration</i>	15-20 min
<i>Resources and materials</i>	pen/pencil and colour pencils
<i>Specific description</i> <i>lesson plan step by step</i>	Tell the students that story: „ <i>Karl is a little boy, who has a garden. In it he planted tomatoes. He is watering them, dug them, always take care of them and give them all of his love. One day has come one boy, exactly when the tomatoes were ripe. The boy torn and ate them. Karl was very angry and shouted at the boy.</i> “. Then the students must do 1 exercise in the notebook: to circle the face which feeling shows Karl’s emotions. Discuss what emotions are circled the students and why. After that make summary of the meaning of each emotion, especially if student is first grade. At the end say that you think the man must be angry and tell them why. Next do the second exercise and write two sentences how Karl had to react in the situation correct, but you must tell them that the other boy doesn’t have nobody to take care of him and he was starving. Discuss their opinions and explain them that this is self-control. At the end makes them do the exercise in the notebook.



Answers of the crossword:

1 d e s p e r a t e

2 s c a r e d

3 l u c k y

4 i n d i f f e r e n t

-

5 c r a b

6 j o y f u l

7 k i n d

8 i r a t e

9 a n g r y

10 c o n t e n t

11 l o n e l y



Self-control

AGE GROUP 10 – 14

<i>Habit – Self-control</i>	<p>Description and importance in school:</p> <p>Description and importance in school: Is the ability to control oneself, in particular one's emotions and desires, especially in difficult situations. Keep in mind this description.</p>
<i>Activity/Game</i>	<p>Name of the activity/game:</p> <p>The most beautiful statue</p>
<i>Age /year of school</i>	<p>It is suitable for children up to 14 years of age</p>
<i>Duration</i>	<p>One lesson</p>
<i>Resources and materials</i>	<p>Spacious room, playground or lawn</p>
<p><i>Specific description</i></p> <p><i>lesson plan step by step</i></p>	<p>FIRST part of the lesson – in small groups students discuss and give answers to the questions.</p> <p>How do you define “self-control”?</p> <p>What does it look like when someone has self-control?</p> <p>How does self-control help you avoid and overcome temptation?</p> <p>Have you ever regretted your actions after you didn’t demonstrate self-control?</p> <p>What would you say to help someone else avoid the choices you made in those situations?</p> <p>What is the craziest thing you’ve ever seen someone do when they had no self-control?</p>



	<p>SECOND part of the lesson – Game “The most beautiful statue”</p> <p>The game has aim to improve self-control by abstracting from surrounding distractions, improving concentration and restraint.</p> <p>One boy and one girl are chosen as provocateurs. At a signal, various running exercises, or a specific way of moving on the field are performed. At the next signal, everyone stands as an attractive statue (interesting pose). Here comes the role of provocateurs. The girl tries to laugh, provoke a reaction, movement, or some sound from the girl statues but without touching them. The boy tries the same way but only on the boy statues. When one of the statues reacts to the provocateurs, this player is eliminated. The game is played for 3-4 minutes after this time, if there are other players, the provocateurs choose the player who is most interesting in their opinion.</p>
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Self-control

AGE GROUP 14 – 16

<i>Habit – Self-control</i>	Self-control is the ability to manage your emotions and actions, so you don't stray from your path and are able to meet your long-term goals.
<i>Activity/Game</i>	Name of the activity/game: Situations/Role-play games
<i>Age /year of school</i>	14 – 16
<i>Duration</i>	40 - 50 min
<i>Resources and materials</i>	Situation description cards
<i>Specific description</i> <i>lesson plan step by step</i>	<p>Let's look at an example to understand the importance of self-control.</p> <p>Say you have a project deadline the next morning. But your friends invite you at the last minute to go out for dinner.</p> <p>You're in a dilemma. You want to go out and have some fun with friends. But, at the same time, you know you should wrap up your project so that you don't have to pull an all-nighter.</p> <p>What do you do?</p> <p>You exercise self-control. In other words, you don't give in to the temptation to go out and enjoy, and you finish your project instead.</p> <p>This is how understanding the importance of self-control plays a vital role in helping us succeed in life.</p> <p>There will always be things that tempt and distract us from our goals and commitments. It is the awareness about the importance of self-control that drives us towards making the right choices. Our goals require our unwavering focus and commitment, and self-control is the mechanism that stops us from deviating from our path.</p> <p>All of us face such choices daily. However, many of us can exercise self-control and ignore the temptation to break our resolutions. Self-controlled individuals always focus on their goals.</p>



	<p>But not everybody is successful at exercising self-control.</p> <p>A student might decide to go out for a game of football and skip his homework. Or an executive might use a short-cut to save time on a project that compromises its quality because she finds the work tedious.</p> <p>People who struggle with self-control might struggle to meet their goals sometimes. Self-control is the magic pill that may taste bitter but delivers the desired results.</p> <p>Benefits of self-control</p> <p>Self-control can help you hone your leadership skills and live a happy and fulfilled life. Here are some benefits of self-control:</p> <ol style="list-style-type: none"> 1. Decision-making ability One of the benefits of self-control is that it makes decision-making easier. For instance, a person might love chocolate, but high blood sugar levels will force them to exercise self-control and stay away from the chocolate bars, cookies, and desserts. 2. Greater chances of success A person who has self-control doesn't get distracted easily. This enables them to manage their time and resources better. They tend to make sustained and focused efforts toward their goals, which are more likely to result in success. 3. Self-control can beat temptations Among the benefits of having self-control is the ability to beat temptation. Quite often, we can get tempted to do things that divert us from our goals and affect our quality of life. For instance, if we don't exercise regularly, we will not only face problems in later years of life but also regularly experience aches, fatigue, and various other health problems. 4. Self-control can make you excel Another advantage of self-control is that it helps students perform better in exams and stay mentally sharp. They
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are more focused on achieving their goals than their peers.
Similarly, people with high amounts of self-control can channel their time and energy into being productive in the workplace, which leads to success at work.

5. **Better personal relationships**

Self-controlled people are not only in charge of their actions— they can regulate their emotions as well. They can control their anger or harmful emotions like jealousy or hatred. This helps them handle personal relationships better than those who don't have much self-control.

Conclusion

Self-control is the art of making the right choices without feeling conflicted. A self-controlled person focuses only on her goals and makes decisions keeping the end goals in mind. Remember that sustained and well-directed effort is essential to achieving your goals, and self-control is the skill that keeps you on the right track.

<https://harappa.education/harappa-diaries/importance-of-self-control>

Divide the class into 5-7 groups of 3-5 students. Each group has a situation card, reads it, and start a discussion on the actions described in it. The designated spokesperson of the group describes the situation in front of the other groups and expresses the opinion of the group about the actions that have been taken - is there a manifestation of self-control in it and in what form, has the main character reacted correctly and others.

CARDS FOR DISCUSSION



Situation Nr.1

WINTER OLIMPIC GAMES – BIATHLON RACE – START 15km

From the beginning of the competition, Vladimir Iliev led the column of biathlon, together with the most titled athlete of the Olympics - Johannes Tinges Bjo. Until the first three shootings, the Bulgarian shares the leading position with the Norwegian. Upon arrival at the shooting range for the last shooting, Iliev has an advance of a few seconds ahead of Bio. The two begin to shoot down the targets one after another. They have only one thing left - the decisive one. The Norwegian is confused, Iliev realizes that this shot can bring him the title. Hold your breath, shoot and ...

Situation Nr.2

FIFA WORLD CUP FINAL

After playing the regular 90 minutes of the FIFA WORLD CUP FINAL, the teams of Germany and France did not score. This does not happen after playing both sequels. The last chance to win is the execution of penalty kicks. After the execution of 5 penalties by both teams, there is no winner again. In the execution of the 6th penalty, the Frenchman missed. If the German manages to score, it will lead his team to the championship title. It all depends on the accuracy of the German captain. He stands behind the ball, gets stronger, hits and scores the winning goal, which adorns him and his teammates with gold medals and they proudly lift the FIFA WORLD CUP.

Situation Nr.3

TENNIS – WIMBLEDON MATCH

After a series of successfully played balls, the leader in the World rankings begins to make mistakes. After the last one, which is decisive for winning the first set, he hits his racket on the ground. The referee reprimands him at a meeting, which leads to a dispute between the two and this leads to his disqualification from the tournament.

Situation Nr.4

AT HOME

Martin gets in the car after a scandal with his parents. He goes to a friend to watch the World Cup final. France loses to Germany and Martin breaks his friend's TV screen. He went home. But his parents have not yet calmed down after the scandal. Realizing that Martin hadn't done the right thing, he decided he needed to talk to them about what had happened. During their conversation, he told them about an incident with a pedestrian, who was deprived of the advantage of a footpath and despite his reaction stopped the car and apologized. This story of his became the subject of a new scandal with his father because of the speed at which he drove. Although Martin expected a different reaction from him, he decided to end the conversation ...

Situation Nr.

NAME OF THE SITUATION

Write your questions and comments here:



Self-control

AGE GROUP 16 – 19

<i>Habit – Self-control</i>	Self-control is the ability to regulate and alter your responses in order to avoid undesirable behaviors, increase desirable ones, and achieve long-term goals. Research has shown that possessing self-control can be important for health and well-being. /Moffitt TE, Arseneault L, Belsky D, et al. <u>A gradient of childhood self-control predicts health, wealth, and public safety</u> . <i>Proc Natl Acad Sci USA</i> . 2011;108(7):2693-8. doi:10.1073/pnas.1010076108/
<i>Activity/Game</i>	Name of the activity/game: PRESS THE BUTTON AND BECOME A SCHOOL STAR
<i>Age /year of school</i>	16 – 19
<i>Duration</i>	From 2 to 5 lessons
<i>Resources and materials</i>	<p><i>Playing cards - “Press the button”</i> <i>Student activity book sheet named “Press the button and become a school star”</i> <i>Instruct actors:</i></p> <ul style="list-style-type: none"> - <i>To be positive</i> - <i>To be kind</i> - <i>To have mindful breathing – think about your “bread in and out”</i> - <i>To use” Brain break’ – quick reset of a game activity</i>
<p><i>Specific description</i></p> <p><i>lesson plan step by step</i></p>	<p>How important is self-control in your day-to-day life? Researchers have found that people who have better self-control tend to be healthier and happier.</p> <p>In experiment, students who exhibited greater self-discipline had better grades, higher test scores, and were more likely to be admitted to a competitive academic program.</p> <p><i>The main goal of the game is students to follow the fort steps and during the play to mastering self-control.</i> <i>During the game students will:</i></p>



	<ul style="list-style-type: none"> - <i>Practicing Self-control in real life situations during self-written scenarios</i> - <i>Understanding self-control and body-control</i> - <i>Understanding emotions and their reflection into life</i> - <i>Learning to calm-down</i> - <i>Developing willpower</i> - <i>Making right choices</i> - <i>Listening and acting in different roles</i> - <i>Understanding consequences</i> - <i>Considering the feelings of others and to “put in friends’ shoes”</i> - <i>Respecting personal space/Waiting your turn</i> <p><i>The four main steps in the game are: STOP – THINK – ACT – REFLECT</i></p> <p><i>These four steps are included in the playing cards “Press the button” and during the game all the public in the classroom must find them and write the suggestion in the “Exit ticket” in the Activity book.</i></p> <p><i>During the role-play game students have names – different from theirs and there are not student in the class with the same name</i></p>
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AN EXIT TICKET EXAMPLE

EXIT TICKET Nr	NAME OF THE ROLE PLAY SITUATION
STOP	
THINK	
ACT	
REFLECT	



PATIENCE



Patience

AGE GROUP 6 – 10

<p><i>Habit - Patience</i></p>	<p>The Webster dictionary defines Patience as: the ability, the habit or the fact of being patient; endure what is difficult or unpleasant without complaining. Patience is defined as the quality of being patient, how to endure provocation, boredom, misfortune or pain, without complaints, loss of temper, irritation, or the like.</p> <p>For a small child, patience can be defined as "going on, even if things become difficult; keep calm when someone or something bothers you; and wait calmly for things".</p> <p>For young children, working in a challenging situation requires patience because it can be tempting to be frustrated or give up if the project doesn't take shape quickly or as they had anticipated. Ideas include gluing small objects, threading beads, drawing a grid, and coloring the grid squares in a pattern. Talk about the patience that is sometimes needed while developing a project and, in the end, the satisfaction that is seeing the project completed. Give our students the opportunity to reflect on their surroundings and help them to grow patiently, studying the patience of a bird when building its nest, the patience we need to grow our garden, the patience we need to plant a flower, grow it and wait for it to bloom.</p> <p>Observing the silkworm life cycle is an exercise in patience, of knowing how to wait. Students have the possibility to work independently and in group, to observe the different stages of a living being undergoing transformation over a relatively short life cycle (from the egg stage to the larva, pupa and moth).</p> <p>To accompany this process, it is necessary to be patient, know how to wait, take care for something magical to happen. Realize / accept that there are "things" that we cannot control ... and learn that waiting with serenity, brings good things.</p>
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<i>Activity / Game</i>	Creation of silkworms at home or in the Learning Support Centre - (SEN)
<i>Age / year of school</i>	6-10 years 1st / 2nd cycle
<i>Duration</i>	3 x 45-minute lessons About 15 minutes a day, for 2 months
<i>Resources and materials</i> <i>Online resources</i>	<p>Padlet with all the links and resources to implement the activity; access to Google Classroom to share the activity tasks; Power Point; tasks; guidelines; videos; links; webpages; worksheets; Google forms; QR code.</p> <p>Laptops; chrome books; mobile phones.</p> <p>Padlet link: https://padlet.com/mariatiago/silkworms</p> <p>Silkworm eggs (about 20), cardboard box, mulberry leaves, magnifying glass, tweezers, microscope, camera, calendar, drawing material.</p>
<i>Specific description</i> <i>Step by step</i>	<p>Students will be given access to a Padlet with links to all resources.</p> <p>Lesson1 – Access to google classroom:</p> <p>Engaging the learners:</p> <p>Students will be asked to brainstorm their ideas about what is</p> <p>Patience; what being patient mean; why patience is important.</p> <p>They will share their ideas, discuss, and vote for the best definition -</p> <p>http://www.tricider.com/brainstorming/3TRhm7KetUI</p> <p>While presenting the students a google slide / Power Point, the teacher poses the students some questions about some pictures related to the silkworm: ask if they</p>



know what it is? How was it done? What is it for / what is its use? ...

From this discussion, students should investigate /do some research to answer the questions (link provided on the google classroom task). Then they present the results of their research. (Google Meet - it can be individual or pair work).

Note: If during the presentation the students can talk / debate the subject, there is no need to do the research.

After the students concluded that silkworms are created to produce cocoons, from which silk is obtained and that silk is used in the textile industry, to make fabrics and embroidery! The teacher launches the challenge: What about creating silkworms until you get the cocoon?

Note: The activity can be done in the large group / groups, in small groups or even individually. Each group/ person is responsible for their eggs.

The package with the eggs will be sent by mail or picked up at school.

The students will be given access to a creation of silkworms' guideline tasks and resources as well as on the Google classroom class.

Students will have the possibility to create and share visual stories; create their own online book; make online videos.

Students will upload their projects / products to be shared with their classmates to the Padlet.

The first class can be given on a date that the teacher deems appropriate, however the experience / activity should start in the Spring.

The teacher guides the student during all stages, as indicated! (Guideline provided on the Google Classroom)

1st Stage - From egg to hatching (about 12/14 days) according to the room temperature.

Mark the start date on a calendar. - [W2_silkwormpage journal](#)



	<p>Count the eggs. Record the number.</p> <p>Place the eggs in a cardboard box at room temperature.</p> <p>Check the color of the eggs. Photograph / Draw. W1_Storyboard slide_template</p> <p>Observe the embryos inside the eggs (use a microscope). Register / draw.</p> <p>Observe the birth of some pets (possible with the naked eye, use the magnifying glass to see details).</p> <p><u>2nd Stage</u> - Silkworm growth (about 30 days)- W3_silkworm page journal</p> <p>During the growth process, feed the animals with mulberry leaves (fresh and without moisture) and keep the box clean. Students must remove the silkworms, one by one, to clean the box and put them back in with tweezers. (This activity requires care and patience).</p> <p>The animals pass through four skin seedlings, which define their five ages. Students must follow this process and make records for each age. Only after observation and registration should they give the food.</p> <ul style="list-style-type: none"> - 1st age - from hatching to 5 days / 1st seedling - Record date and photograph. - 2nd age - from 6th to 9th day / 2nd molt - Record date and photograph. - 3rd age - from 10th to 15th day / 3rd seedling - Record date and photograph. - 4th age - from the 16th to the 20th day / 4th molt - Record date and photograph. - 5th age - from 21st to 30th day - Record date and photograph. <p><u>3rd Stage</u> - Production of the cocoon (about 15 days)</p> <p>The bugs look for a corner inside the box to make the cocoon. Record the start date of the cocoon construction and photograph.</p>
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The teacher must take the student to observe the patience / calm with which the animals build the cocoon. Once the cocoon is finished, ask what will happen inside.

Inside the cocoon, the transformation process takes place, for about 10 days, until the formation of the adult individual, the butterfly.

4th Stage - From the butterfly to the egg (moth lives about 13 days)

To leave, the butterfly breaks the cocoon. Record the date of departure of the butterflies. Draw / photograph.

W1

Mating of butterflies. Count the number of eggs for each lay.

Lessons 2 – 3

Students will create their product: video; book with all the photos and material produced during their observations, drawings, and registrations along the different stages of the silkworm life cycle.

W4 Silkworm life cycle

Students will present their products to the class; comment on these quotes and do the activity assessment.

” The true sage waits in stillness, waits in peace while everything happens. In that way, we feel peace, harmony, and the world follows its course” Lao Tse

“Patience is the calm acceptance that things can happen in a different

order than the one you have in your mind.” David G. Allen

“Patience is not the ability to wait, but the ability to keep a good attitude while waiting” Joyce Meyer



“To lose patience is to lose the battle.” Mahatma Gandhi

Discussion questions:




What is your favourite quote? Why?

What skills does a person need to be a true sage (wise)?

How can you learn to develop your patience skills?

Activity assessment

Mark your opinion with an X.

Now, I'm able to	Very Well 	Well 	With difficulty 
Not to give up, even if things become difficult			
Keep calm when someone or something bothers me			
Wait calmly for things			

Or students will provide their feedback via google forms

Link: <https://forms.gle/g5123xTprogK5Jzi9>

Patience



<p><i>Habit – Patience</i></p>	<p>The Webster’s dictionary defines Patience as: the capacity, habit, or fact of being patient; to endure what is difficult or disagreeable without complaining. Patience is defined as the quality of being patient, as the bearing of provocation, annoyance, misfortune, or pain, without complaint, loss of temper, irritation, or the like.</p> <p>For a young child, patience can be defined as “keeping going, even if things get hard; staying calm when someone or something is bothering you; and waiting calmly for things.”</p> <p>For young children, working at a challenging craft requires patience because it can be tempting to get frustrated or quit if the project does not take shape quickly or as they had envisioned it. Ideas include gluing small objects, threading beads, drawing a grid and colouring the grid squares in a pattern. Talk about how the patience you used while putting the craft together paid off in the end with how satisfying it was to complete the project. Talk about how the craft would have looked differently if you had not been so patient with it.</p> <p>Give our pupils the opportunity to reflect on what surrounds them and help them to grow in patience by studying the patience of a bird on its nest, growing their own little garden, growing a flowering plant and waiting for it to bloom, or growing a sugar crystal candy.</p>
<p><i>Activity/Game</i></p>	<p>Name of the activity/game: Growing “patience candy”</p>
<p><i>Age /year of school</i></p>	<p>10 – 14 years old</p>
<p><i>Duration</i></p>	<p>40 minutes (30 minutes) extra lesson</p>
<p><i>Resources and materials</i></p>	<p>A cup of water, three cups of sugar, a glass jar, a paper clip, food colouring (optional), a paper towel or coffee filter, and wool or cotton string</p>
<p><i>Specific description</i></p>	<p>Learning Objectives</p>

lesson plan step by step

- to help pupils to grow in patience.
- take your pick of over some activities that help kids:
 - wait calmly for an event or reward.
 - be more tolerant of others' shortcomings.
- curb a quick temper, a demanding attitude, and intolerance for the failings of others

Steps

1- As the adult supervising, boil a cup of water on the stovetop.

2 - Remove the pot from the stove and have your children help you stir in the three cups of sugar, one teaspoon at a time. (This is the first patience exercise.) As your children stirs each teaspoon of sugar until it dissolves, talk about situations where it is hard to be patient. Encourage them to stir diligently. (If the sugar is not stirred in gradually, your "patience candy" will not form properly.) Once sugar starts to clump at the bottom of the pot, enough has been added.

3 - Next, pour your sugar-saturated solution into a clear glass jar. If you wish, now is the time to use food colouring to tint the sugar water.

4 - To create a growing surface for the crystals, tie a wool or cotton string to the middle of a pencil. Tie a paper clip or similar sterile, lead-free weight to the other end of the string.

5 - Dangle the string into the sugar solution, making sure the weight is very close to, but not touching the bottom of the jar.

6 - Move the jar to a location in a place where it will be undisturbed but can be observed closely. Cover the top with a paper towel or coffee filter to protect it from contamination.

7- All that is left to do is watch and wait. About 24 hours afterward, you should see crystals forming. Crystals will continue to form until the sugar is used up.



8 - Finally, remove the crystals and allow them to dry. You can save them or allow the students to eat them.




As you enjoy eating or admiring the crystals, take time to discuss with your pupils we must have the power in us that helps us to be patient.

Just as the crystals did not grow right away, sometimes we have to wait calmly and it takes time to get what we want, to get a reward from our effort.

Explain that being patient is hard, but with some training, it is possible and rewarding!

Activity assessment

Mark your opinion with an X.

Now , I'm able to	Very Well 	Well 	With difficulty 
Don't give up, even if things become difficult			
Keep calm when someone or something bothers me			
Wait calmly for things			

SECOND lesson - Extra Examples

Patience in nature

	<p>Animals display significant patience while incubating their eggs. Many go for significant lengths of time without food and water while waiting for their eggs to hatch.</p> <p>Use the questions for discussion to introduce the pupils to the idea of birds being patient. Birds usually incubate their eggs for at least a couple of weeks prior to their chicks hatching.</p> <ol style="list-style-type: none"> 1 - How long does a bird have to sit on her eggs before they hatch? 2 - What would happen if the bird became impatient and went away, leaving her eggs for too long? 3 - Is there anything you have a hard time waiting for? <p>For a patience reminder, ask the pupils to practice making a bird noise or chirping the next time they are tempted to be impatient. You may also want to start chirping like a bird as a reminder when you see a child beginning to get impatient. Birds can remind all of us that being patient has its own reward. For their patience, the birds are rewarded with a nest full of baby birds. Likewise, when family members are patient with each other, their reward is a peaceful household.</p> <p>Fruit ripening</p> <p>Buy some green fruit, in advance. Bring it to class and have your pupils taste them when they are green, then wait a few days and taste them when they have ripened. Explain that life is like waiting for fruit to ripen. Sometimes when we are impatient for things and demand them right away, the final result will be that they will not be seem as good as if we had waited.</p> <p>You can give examples that are applicable to your children's lives, like a birthday cake. When a pretty cake is decorated for a birthday party, it is hard to wait until the guests arrive to eat some, but it would be very disappointing to serve friends a birthday cake with a chunk taken out of it.</p>
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Patience

AGE GROUP 14 – 16

<p><i>Habit - Patience</i></p>	<p>The Webster dictionary defines patience as: the ability, the habit, or the fact of being patient; endure what is difficult or unpleasant without complaining. Patience is defined as the quality of being patient, how to endure provocation, annoyance, misfortune, or pain, without complaints, loss of temper, irritation, or the like.</p> <p>For a small child, patience can be defined as "continuing, even if things become difficult; keep calm when someone or something bothers you; and wait calmly for things".</p> <p>For young children, working in a challenging situation requires patience because it can be tempting to be frustrated or give up if the project does not take shape quickly or as they had anticipated. Ideas include gluing small objects, threading beads, drawing a grid and coloring the grid squares in a pattern. Talk about the patience that is sometimes needed while developing a project and, in the end, the satisfaction that is seeing the project completed. Give our students the opportunity to reflect on what surrounds them and help them to grow with patience, studying the patience of a bird when building its nest, the patience we need to cultivate our garden, the patience we need to plant a flower, grow it and wait for it to bloom.</p>
<p><i>Activity / game</i></p>	<p>Interactive patience!</p>
<p><i>Age / school year</i></p>	<p>14 - 16 years</p>
<p><i>Duration</i></p>	<p>30 minutes 4 up to 15 people</p>
<p><i>Resources and materials</i> <i>Online resources</i></p>	<p>Laptops; chrome books; I-pads; mobile phones; internet connection.</p> <p>Access to Google Classroom to work in online lessons and the activity tasks.</p>



	<p>Google slides link: https://drive.google.com/file/d/1nIYzFS5kj2wrQY3Ab-TIXCg-lcnXiprQb/view?usp=sharing</p> <p>Padlet link: https://padlet.com/mariatiago/InteractivePatience</p> <p>Self Assessment link: https://forms.gle/g5123xTprogK5Jzi9</p> <p>Roll of wool or cotton thread, a balloon and a bucket (or cardboard box) slightly larger than the full balloon.</p> <p>Note: If it is windy, it may be necessary to put some sand inside the balloon.</p>
<p><i>Specific description</i></p> <p><i>Step-by-step class</i></p>	<p>Access to google classroom.</p> <p>Share the Google slides presentation with the students and explore it during the class.</p> <p>Google slides link: https://drive.google.com/file/d/1nIYzFS5kj2wrQY3Ab-TIXCg-lcnXiprQb/view?usp=sharing</p> <p>Learning objectives</p> <ul style="list-style-type: none"> - helping students to grow in patience. - choose some activities that help children. - wait calmly for a moment or reward. - to be more tolerant of others' difficulties. - to work in cooperation and coordination with others. - to promote interpersonal relationships and develop self-confidence. <p>Steps</p> <p>Students will be asked to Share their ideas on the class Padlet about the following topics:</p> <p>Define patience.</p>

When is patience needed?

Would you like to be more patient?

Their answers will serve as the starting point to the activity.

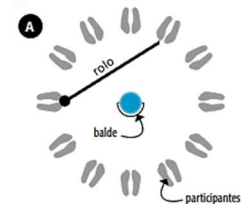
1st phase:

1 - Students will be asked to go outside or find a large place in a room; join his / her parents and brother (s) or sister(s);

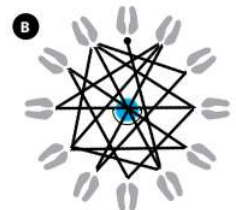
2 - Ask students to make a circle and place a bucket in the center;

3 - The student (or one of any relative members) takes the tip of the roll and grabs it with his fingers;

4 - The student chooses a relative from the circle, mentions a quality of his (a) and throws the roll to him **(A)**;



5 - This (a) person does the same and continues the game until they have formed a web with the roller **(B)**.






2nd Phase:

Now that everyone has received a compliment, we move on to the next phase:

1 - Place the balloon on top of the web.

2 - The group will have to guide you patiently, without touching your hands, to the center, in order fall into the bucket.

NOTE: if the balloon falls on the ground, put it back on the web and try again, until it finally falls into the bucket.

	<p>Teacher should encourage students to photograph or record the different tasks performed. Their best photos can be shared with their classmates on the class Padlet.</p> <p>Teacher explains that being patient and working as a team is not always easy, but it is essential to achieve some goals!</p> <p>By praising each other, self-confidence and interpersonal relationships are promoted, which facilitates cooperative work, with a view to a common goal.</p> <p>Activity assessment</p> <p>Self-Assessment link: https://forms.gle/q5123xTprogK5Jzi9 or</p> <p>Mark your opinion with an X.</p>			
	Now, I'm able to	Very Well 	Well 	With difficulty 
	Not to give up, even if things become difficult			
	Endure / embrace; deal with what is difficult or unpleasant without complaining			
	Keep calm when someone or something bothers me			
	Wait calmly for things			

Patience

AGE GROUP 16 – 19

<p><i>Habit – Patience / tolerance</i></p>	<p>Having in our school students from Angola, Mozambique, Guinea, Brazil, and SEN.</p> <p>Words matter. Our words can comfort and express that we understand or that we “see” the other person in front of us. And of course, our words can do the opposite: they can hurt, isolate, and make someone feel insignificant.</p> <p>Give our pupils the opportunity to reflect on the personal and societal impact of treating people differently based on something not in their control. They will identify some roots of intolerance and prejudice, and brainstorm strategies and solutions for overcoming them.</p> <p>In these lessons, students will help them to reflect about the words they will say in the future. They will understand that it is important to think about the words we use, because everyone interprets things differently. For better and for worse, our words signal our values and beliefs. They will also identify the roots and consequences of non-inclusive, intolerant behaviours.</p>
<p><i>Activity/Game</i></p>	<p>Name of the activity/game: Words matter</p>
<p><i>Age /year of school</i></p>	<p>16 – 18 years old</p>
<p><i>Duration</i></p>	<p>Up to 5 x 45 minutes lessons</p>
<p><i>Resources and materials</i> <i>Online materials</i></p>	<p>Padlet Access to Google Classroom to share the activity tasks; guidelines; links; webpages; worksheets; Google forms; Laptops; chrome books; mobile phones. Notebooks; pen or pencil; computer; copies of Reproducible “Words Matter”</p>
<p><i>Specific description</i> <i>lesson plan step by step</i></p>	<p>Lesson 1</p> <p>Using words to encourage and create hope and beauty.</p> <p>The teacher asks the students to watch some portraits with various words below. Then ask them: what they see similar/different about the portraits. They might come up with,</p>



‘Everyone has a word in them,’ ‘Most have a person or a part of a person in them,’ ‘They all have a setting,’ ‘They are not all colored,’ ‘Some are black and white,’ **these are ALL positive words.**

Then after watching the videos: [“My WORD is ‘IMPACT’”](#) video from My Intent and [How Powerful Words are](#) the teacher poses the students some questions such: What virtue do you want more of in your life? What challenge do you want to overcome in your life? What are you most passionate about and do more in your life?

They will be encouraged to write a word that represents them and illustrate why they chose that word. – **Google slides* Padlet** -The will be available in the Google classroom ; Google forms.

They will share their slides to their classmates and reflect on the power of words to encourage and create hope and beauty.

Lesson 2

Helpful vs. Hurtful Words... [Words are Powerful!](#)

Students will watch the videos and read some articles to better understand the vast impact the R-word has on people with disabilities. Let’s help get the word out, once the R-word hurts. [Words that hurt](#); [Once spoken](#) ; [Power of words](#) ; [Words hurt](#) ; [The R-Word](#); [When Is It Okay to Say the R-Word?](#)

Ask questions such as:

- a. Why do you think people treat others in hurtful ways when they do not even know them?
- b. What might cause someone your age to be intolerant to others? Reasons might include influence from family, friends, or society; insecurity; fear; unfamiliarity; ignorance; competitiveness; need to conform; need for power; or lack of education.
- c. How does our choice of words matter?
- d. How long has it been since you heard someone use the R-Word?
- e. Was it at school, in a song, in a tweet or in a shopping center or restaurant?



Discuss what other options they might have in their behavior that would maintain respect toward others.

From the discussion students should conclude that Words matter. Our words can comfort and express that we understand or that we “see” the other person in front of us. And of course, our words can do the opposite: they can hurt, isolate, and make someone feel insignificant.

They would be able to understand that it is important to think about the words we use, because everyone interprets things differently.

Share the link with the Handout1 “Words Matter,” which asks students to reflect upon their own use, active or passive, of the R-word.

1. Give students time to complete the handout1 and then discuss answers as a class. What conclusions can students draw about the use of the R-word in their school? In their community? What about society in general?
2. Break students into groups and have them share examples of when they have been the victim, witness, or perpetrator of intolerance or discrimination of any sort.
 - a. Based on the examples, would students say that prejudice and intolerance exist at your school? In the community?
 - b. What about prejudice and intolerance specifically toward those with disabilities? Do they exist at the school or in the community?

Lesson 3

3. Challenge student groups to make some research or just identify examples from history when intolerance and prejudice had a history-changing negative effect. Examples include George Floyd death; the terrorist attacks on the Charlie Hebdo newspaper in Paris, the Holocaust, the genocide in Darfur, the 9/11 terrorist attacks and the assassination of Martin Luther King, Jr.



Ask questions such as:

- a. What happened through this event to change history?
- b. How were people discriminated against or treated differently because of something they could not control?
- c. What positive impact, if any, came from this event?
- d. How might the world be different if this event had never happened?

Students present their results to the whole class and make a whole class conclusion.

Lessons 4 - 5

Challenge:

Student's choice & Voice

For this activity, tell the students they will create a slogan, a poster, a video, a poem or a flyer to influence their peers to help reverse the trends of the use of R-word, intolerance and prejudice against those with disabilities.

Students will present their products to the class, vote for the best to be disseminated in the community social media and do the activity assessment.

The goal is to start them on the path that gets them to reflect about the things they say in the future. Understand that it is important to think about the words we use, because everyone interprets things differently. That our conversation is somewhere in their head so the next time they see someone using the R-word or degrading another person, our discussion springs right back up and makes them so uncomfortable they are compelled to pay attention to what those feelings are telling them.

Students will provide their feedback via google forms

Link: <https://forms.gle/g5123xTprogK5Jzi9>

4. Activity assessment

Now, I'm able to	Very Well	Well	With difficulty
Reflect on the words I use, I say			
Reflect on the power of words' choice			
Identify the impact of some words on other people's life			
Identify consequences of treating someone differently			

EMPATHY



Empathy

AGE GROUP 6 – 10

<i>Habit – Empathy</i>	<p>Empathy is the ability to recognize, understand and feel other people’s emotions, starting from our own life experiences.</p> <p>Empathy is a prosocial type of behaviour which plays an important role in the harmonious development of pre-adolescents (10/11-14/15 years). The need to increase the number of interpersonal relationships is a characteristic of this development stage. An empathic pre-teenage child has the capacity to put himself/herself imaginatively in other people’s place, to understand their point of view, establishing deep relationships and emotional connections with them. This contributes to their integrations within the scholastic group, which is also the premise for an optimal school evolution.</p>
<i>Activity/Game</i>	<p>Name of the activity/game:</p> <p>” The feelings”</p> <p>” The shoes game”</p> <p>” The empathic glasses”</p>
<i>Age /year of school</i>	6-10 yrs.
<i>Duration</i>	50 minutes
<i>Resources and materials</i>	<p>Empathy- Best Inspirational Story</p> <p>https://www.youtube.com/watch?v= mtF0EphPHY</p> <p>”I am puzzle –Daily Jigsaw Puzzle”- source Google</p> <p>” The empathic glasses”- cut out image for the role paly</p> <p>Laptop, internet connection,</p>
<i>Specific description</i> <i>lesson plan step by step</i>	<p>I. Getting the class and the students ready, making sure that all the students have joined the online class-1 minute</p> <p>II. <i>Catching the students’ attention</i></p> <ul style="list-style-type: none"> - short video session 2:47 minutes - Class discussion about the film and its message 2-3 minutes <p>III. <i>Stating the topic and the objectives of the lesson</i> - 1minute</p> <p>IV. <i>Guiding the learning process</i></p> <p>12 minutes</p>



	<p>-Teacher explains the term „empathy” making reference to the relationship between the main characters in the video.</p> <p>-Teacher asks the Ss to fill in the "Bunch"- Ss fill in the mind map based on the questions they are asked, which are meant to highlight the moral values this feeling is based on.</p> <ul style="list-style-type: none"> • What feelings does the boy have for the puppy? (love and empathy) • What was the boy’s attitude towards the puppy? (Respect) • How did the child behave? (Fair and with dignity) • What can we learn from the relationship between the two characters? (To be fair, respectful, loving, understanding with people around us) • How did the boy prove that he was empathic with the puppy? • When are we empathic? (When we understand the others based on what we have already experienced) <p>- Teacher invites Students to have a look at the Emotions triangle, Me in relations with the others -exposition, analysis, understanding human interactions and relations (sympathy, antipathy, empathy) –main aspects, differences and similarities.</p> <p>-proverbs and sayings</p> <p style="text-align: center;">V. Didactic games:</p> <p>1. <i>"I am puzzle Daily Jigsaw Puzzle"</i> https://www.dailyjigsawpuzzles.net/ 8 minutes</p> <p><i>Students are asked to workout an online puzzle that is based on an image from the video they watched.</i></p> <p>2. <i>"The feelings"- debate and analysis 5 minutes</i> <i>"I have recently joined a class and I had to work more, to catch up with them."</i> <i>How did this child feel? (...) How do you think he managed to get over this? (...)</i></p> <p>3. <i>"The shoes games"</i> <i>Teacher names 2 or 3 children for this game. Each child will "put on" another classmate’s shoes, at their choice. Each</i></p>
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will describe the other's personality, their passions, eating, cultural, sports preferences from the perspective of the child whose shoes they have put on.

4 minutes

4. "The empathic glasses!"

Students cut out the image of the glasses. The children receive the task of thinking and talking about the story T told them with the help of the magical glasses that can only tell the truth.

Who is right?...

"One day, when Mathew arrived at school, he discovered that some cars were missing from his album. He had spent a lot of time with his dad, sorting out, classifying all the cars in the album, according to their brand. They were all there, lined up, nice and quiet. It was an important achievement for him. His passion. But now..., one was missing. He couldn't understand why. He had shown all of them to his best friends who were really thrilled. He was completely puzzled.

At some moment, a curly red-haired classmate, red with anger, confessed:

- ***I took your black car with red arrows on its fenders. I took it! She said as her face flooded with huge, bitter tears.***

Mathew stifled his tears, it was an important car for him! Why did that red-haired girl take it? Did she have any reason? For a couple of seconds his thoughts went back to his car, then to the curly ginger-haired girl, whose face was hotter than the sun and he started thinking why was she crying harder than him, it wasn't her who had lost a collection car..."



Teacher asks Students to put the empathic glasses on your nose and continue the story...

Teacher asks Students what they think happened after that?

Tell your story to the class as you see it through the magic glasses, which tell only the truth.

12 minutes

VI. **Feedback**

1 minute

Verbal appreciation on the activity. Ss offer feedback on what they have learned and on how they felt during the activity.



Empathy

AGE GROUP 10 – 14

<i>Habit – Empathy</i>	<p>Empathy is the ability to recognize, understand and feel other people’s emotions, starting from our own life experiences.</p> <p>Empathy is a prosocial type of behaviour which plays an important role in the harmonious development of pre-adolescents (10/11-14/15 years). The need to increase the number of interpersonal relationships is a characteristic of this development stage. An empathic pre-teenage child has the capacity to put himself/herself imaginatively in other people’s place, to understand their point of view, establishing deep relationships and emotional connections with them. This contributes to their integrations within the scholastic group, which is also the premise for an optimal school evolution.</p>
<i>Activity/Game</i>	<p>Name of the activity/game: Empathy detectives – Put yourself in my shoes!</p>
<i>Age /year of school</i>	10-14years
<i>Duration</i>	50 minutes
<i>Resources and materials</i>	<p>Spatial resources: classroom/virtual space; time resources: 50 minutes</p> <p>Didactic strategies:</p> <p><i>Methods and procedures:</i> icebreaker, brainstorming, heuristic conversation, problem solving, video session;</p> <p><i>Means:</i> Interactive presentation by means of digital tools (www.mentimer.com), the phone version students can have access to (www.menti.com),</p> <p><i>Digital resources:</i> the videoclip” Brené Brown on Empathy”; animation: Katy Davis (AKA Gobblynnne) www.gobblynnne.com, available on You Tube at https://www.youtube.com/watch?v=1Ewvngu369Jw</p> <p>Wordwall game” Answer empathically”: https://wordwall.net/ro/resource/12877422</p> <p><i>Types of interaction:</i> frontal, on-site or online, by means of the educational platform MS Teams.</p>



*Specific description
lesson plan step by
step*

Setting the rules of the activity (T-Ss, 2 min), T creates the adequate framework for the development of the activity and introduces the aim of the activity as well as the rules for group interaction. T encourages Ss to come up with their own rules.

Catching Students' attention, icebreaker (fast and original word matching activity with all the students for 2 minutes) -"There is no without ...". Teacher models the activity "There is no future without past". Another student will take over using the last word in the previous sentence and matching it to a new one: „There is no past without hope" etc. At the end of the activity Teacher highlights the idea of togetherness, of sharing a common space, but also of reflection and dialogue.

Stating the topic and the objectives of the activity (Teacher - Students, presentation, 3 min). Teacher invites Students to access the interactive presentation via the Mentimeter application (<https://www.menti.com>).

Teacher invites Students to give answers to the question: *What does the word „empathy" mean for you? Write down the words you associate with empathy.* (brainstorming, 5 minute).

Teacher highlights the meaning of the word „empathy" as it results from the Students examples.

Teacher highlights the difference in meaning between "empathy" and "sympathy":

Empathy= *I understand what the others feel and think and I put myself into their „shoes" that is I can change my perspective to see the other's point of view.*

Sympathy= *attraction, affinity someone has for a person, or that they can arouse in someone, affection; in this case I do not give up my own perspective, and do not ignore my own thoughts.*

We summarize an empathic person's traits (Teacher - Students, heuristic conversation, 5 min): the students



	<p>describe an empathic person. For each trait they draw a symbol or a picture.</p> <p>For example:</p> <p style="text-align: center;"><i>I am empathic if:</i></p> <ul style="list-style-type: none"> • <i>I can put myself in „another person’s shoes” that is if I can understand their emotions, feelings, ideas and actions.</i> • <i>I let it known, in a friendly and respectful way the fact that I understand what the other feels.</i> • <i>I can change my own perspective to be able to see from a different one.</i> <p>Give a well-supported answer to the question: Was I born or do I become empathic? (Teacher - Students, debate, 5 min)</p> <p>For example:</p> <ul style="list-style-type: none"> • Little children react spontaneously to the suffering others experience; they become more empathic as their parents raise their awareness on the consequences their deeds may have. • We imitate naturally, in less than half a second, the posture, the look and the voice of the person in front of us (Monkey see, monkey do!); • Having experienced a similar situation makes you even more empathic towards a person (e.g. hunger). <p>Choose that actions that you think are necessary to become an empathic person (interactive activity, Ss provide individual answers, using www. Menti.com, 5 min)</p> <ul style="list-style-type: none"> • I notice what the other feels and I accept their feelings, no matter how intense they are (e.g. anger, sadness, frustration, disappointment etc.) • I listen to what the other is saying and I do not think about what I am going to say; • I ask to deepen my understanding of their perspective, to check if I have correctly and precisely understood their perspective; • I am open to a dialogue with my interlocutor, in a curious, kind and respectful way, without giving advice or trying to work out their problem.
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Watching and talking about the video (Teacher - Students, 10 min): *Brené Brown on Empathy*"; animation: Katy Davis (AKA Gobblynnne) www.gobblynnne.com, available on You Tube at

<https://www.youtube.com/watch?v=1Evvwgu369Jw>



Evaluation (Teacher - Students, 5 minute):

[Wordwall game "Answer empathically":](https://wordwall.net/ro/resource/12877422)

<https://wordwall.net/ro/resource/12877422>



Closing the activity (Teacher - Students, 5 minute): Students give feedback on what they have just learned, on how they felt throughout the activity.

Empathy

AGE GROUP 14 – 16

<p><i>Habit – EMPATHY</i></p> <p><i>Description and importance in school:</i></p>	<p>EMPATHY is the ability to notice, understand, and share the emotions of others. It is a critical skill for all students to have. In many ways, empathy is the social skill that paves the way for all other social skills. It helps us to take someone else’s perspective, understand people’s emotions, connect with one another, show compassion, make good social choices, and ultimately develop lasting relationships.</p>
<p><i>Activity</i></p>	<p>“In your shoes”</p>
<p><i>Age /year of school</i></p>	<p>14 - 16 years old</p>
<p><i>Duration</i></p>	<p>3h30</p>
<p><i>Resources and materials</i></p>	<p>Blackboard, paper sheets, pc Video: https://youtu.be/dOkyKyVFnsS</p>
<p><i>Specific description Lesson plan step by step</i></p> <p><i>30 minutes</i></p>	<p>Activity 1 <i>Guess the emotion</i></p> <p>Videos and movie clips can be a strategy to think about people’s emotions. This may be a helpful tactic for learners who struggle with reading or just a fun activity. The teacher plays a quick video clip (or watch a whole movie) and discusses the characters’ feelings, thoughts, motivations and reactions.</p> <p>The teacher can help learners to think about the emotions and motives of characters. To help students to reflect the teacher might ask: <i>How do you think they feel right now? Why do they feel that way? What might they be thinking? How would you feel if you were in their shoes? What might they do next?</i></p> <p>A. Students are invited to watch the video <i>Guessing the feelings</i> taken from the film “Inside Out” The teacher will stop the video after each scene to let students guess the emotion performed. This activity aims to</p>

<p>1h30</p>	<p>make students focus their attention on some basic feelings (happiness, sadness, anger, disgust, scariness)</p> <p>With this simple video, the students will be encouraged by the teacher to notice the participation of body and face to express emotions. This can be the first step to reflect on empathy, indeed learners who struggle with skills for empathy can greatly benefit from learning about facial expressions, body language, and tone of voice. These can be critical cues for them to start recognizing the thoughts and feelings of others.</p> <p>B. The teacher asks students to find out the synonyms of the adjectives of the previous exercise.</p> <p>Activity 2 Performances The teacher provides students with a list of emotions and asks them to choose the one they would like to perform. He /she instructs them not to tell their classmates which emotion they've chosen. Students, in turns, model the body language that reflects that emotion while the class tries to guess the emotion being performed. The teacher reminds students that it is not always easy to figure out people's feelings and reiterates that not everyone experiences or shows emotions in the same way.</p>
<p>1h30</p>	<p>Activity 3 Being in someone else's shoes "Being in someone else's shoes" uses different situations to encourage students to think about how they might feel. Students are asked to think how someone else might feel. This is a critical component of empathy because how we feel might not be how someone else feels. It's a skill that can sometimes require lots of practice and discussion with others. The teacher invites students to imagine potential scenarios that may elicit emotions, she/he asks her/his students to show what they would feel if they experienced that situation and then she/he encourages them to compare their mood.</p>

Empathy

AGE GROUP 16 – 19

<p><i>Habit – Empathy</i></p> <p><i>Description and importance in school:</i></p>	<p>Empathy is one of the most critical social skills young learners can develop. Not only is empathy a primary ingredient of bully-free schools and harmonious inclusive classrooms, it's also a skill students will use for the rest of their lives as they grow into caring, compassionate adults and good citizens of the world. Empathy is a complex skill, but just like anything else, it can be taught.</p>
<p><i>Activity</i></p>	<p>Go beyond yourself - Feel empathy!</p>
<p><i>Age /year of school</i></p>	<p>16 - 19 years old</p>
<p><i>Duration</i></p>	<p>5h</p>
<p><i>Resources and materials</i></p>	<p>Blackboard, paper sheets, pc</p>
<p><i>Specific description</i></p> <p><i>Lesson plan step by step</i></p> <p><i>1h</i></p>	<p>1. Emotion cards</p> <p>A-Students are given cards that represent different faces expressing several emotions (fear, joy...) They choose the card that best expresses their mood in that moment and then they are invited to “wear “it. At first, they could be uncertain, but the teacher will assure them they can change the card until they will be satisfied. In this activity the participation of the teacher is desirable. This activity aims to make them aware of their mood.</p> <p>B-Teacher then asks to explain the motivation of their choice and then they are invited to complete sentences like:</p> <p>”I feel..... because”</p> <p>”I become.....when.....”</p> <p>”When someone.....it makes me feel.....”</p> <p>”I don't like to feel..... because.....”</p>



2h30

Thanks to this technique, students can understand which situations generate certain emotions.

2. Paper box- role play

A Student are asked to write anonymously messages about personal conflicts, protests, complaints....

All the messages are put in a box.

If the lesson is carried out online, the messages will be sent to the teacher.

B The teacher creates couples: one student plays the role of the “victim” the other will comfort him/her. The “victim” draws the message from the box and starts describing the situation and his/her mood in that moment.

The friend listens to him and tries to get in touch with him.

The performance will last not more than 10 minutes

At the end the teacher will ask the class their opinion about the way the confidant has related to the “victim”.

The teacher introduces the empathy busters to avoid some common mistakes and provides the students with the list of E.B.

List of Empathy busters

Solving the problem

Many people make this mistake when trying to comfort a friend. It’s common to think everything would be fine if we could just solve the problem! What is helpful initially when another person is upset is simply expressing empathy and inviting him or her to talk about his or her feelings. Rushing to solve the other person’s problems often makes the person feel as if his or her feelings are being dismissed or invalidated.

Unsolicited advice

Offering advice if not requested is not usually helpful or welcomed by a friend who is hurting. Instead, wait for



<p>1h30</p>	<p>advice to be sought. Just being there is an expression of empathy</p> <p><u><i>Dismissing feelings</i></u></p> <p>Don't use expressions such as: "It's not that big a deal." "You shouldn't feel that way." "Get over it." Feelings aren't right or wrong—they just are.</p> <p><u><i>Sarcasm</i></u></p> <p>Sarcasm will make an upset friend feel put down and/or misunderstood.</p> <p>3. Tell a story</p> <p>Once the teacher has introduced the empathy busters, he/she asks each student to write a short story describing a situation or event during which he/she became upset. Then, the teacher has students tell their stories while a peer expresses either appropriate empathy or empathy busters. The teacher encourages the other students to compare the expression of empathy busters versus real empathy and asks the students who told their stories to discuss how they felt.</p>
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METHODOLOGY GUIDE-BOOK



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