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STUDENT ACTIVITY 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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STUDENT ACTIVITY BOOK

ORGANISERS

Ana ARAÚJO
Aneliya NANKOVA
Benjamim SOUSA
Claudia CORSELLI
Irina Raluca CIOBANU
José Alberto LENCASTRE
Luzia VELUDO

Maria Irene TIAGO
Marco BENTO
Natalia SHALAMANOVA
Noel ROWLAND
Petya MINCHEVA
Roxana Raluca IAROVOI
Roberta CIRRINCIONE
Verzhiniya TRAYKOVA

EDITORIAL NOTE

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This publication is the result of a common work coordinated by:

- Maria Irene Tiago - Escola Básica Gonçalo Mendes da Maia, PORTUGAL
- European School of Brussels IV (Laeken), BELGIUM
- IS "Duca Abruzzi – Libero Grassi", ITALY
- Sdrudzenie Znam I Moga, BULGARIA
- 119 Secondary School "Academician Mihail Arnaudov", BULGARIA
- Agrupamento de Escolas Sophia de Mello Breyner, PORTUGAL
- Make It Pedagogical, PORTUGAL
- Scoala Primara Carol I, ROMANIA

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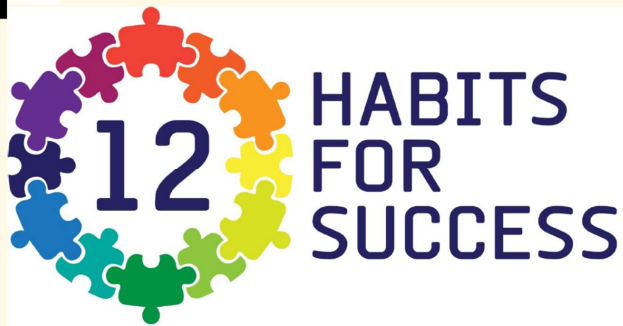
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Intellectual Output 2



PORTUGAL

Escola Básica Gonçalo Mendes da Maia – Maia / COORDINATOR
Make it Pedagogical – Porto
Agrupamento de Escolas Sophia de Mello Breyner - Vila Nova de Gaia



BULGARIA

119 Secondary School
“Acad.M.Arnaudov” – Sofia
Znam I Moga - Sofia

ITALY

IS "Duca Abruzzi -
Libero Grassi" -
Palermo



ROMANIA

Scoala Primara
“Carol I” - Iasi

BELGIUM

European School of
Brussels IV /Laeken/ -
Brussels



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STUDENT ACTIVITY BOOK

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6. Honesty	
7. Equity	
8. Respect	
9. Integrity	
10. Self-Control	
11. Patience	
12. Empathy	





STUDENT ACTIVITY BOOK

Confidence

AGE GROUP 6 – 10

<i>Habit - explanation</i>	<p>Confidence: To use and manage information. Positive mindset, open-minded, self-confidence.</p>
<i>A glossary of terms</i>	<p>Happy, comfortable, friendly, optimist, sociable, funny, open-minded, talkative, creative, positive, hard-working, self-esteem, self-confidence, self-confident, patient, flexible, reliable, smart, cool, brave alone, boring, bored, anxious, anxiety, depressed, detached, introvert, insecure, lazy, broken, introvert, shy, quiet</p>
<i>Basic instruments/ materials</i>	<p>Whiteboard, photocopies, student's book</p>
<i>Short instruction of the training sessions or the activities</i>	<ul style="list-style-type: none"> • Whole class brainstorming on CONFIDENCE • Read the worksheet and decide whether you have a fixed or growth mindset. Explain why. • Two couples of students are assigned two new topics: The 2 couples will have to deliver the topics to their classmates.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	<p>Students are invited to use a very simple language and they can also use mind maps.</p>

Confidence



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<i>Habit - explanation</i>	Self-Confidence: the quality of being certain of your abilities or of having trust in people, plans or the future
<i>A glossary of terms</i>	<p>Trust = to believe that someone or something is good, honest, or reliable</p> <p>Courage = the ability to do things that are dangerous, frightening or very difficult</p> <p>Choice = a range of things, options, possibilities that you can choose from</p> <p>Wisdom= the ability to make good decisions based on knowledge, experience or intuition</p> <p>Energy = the power that your body needs in order to do physical things.</p>
<i>Basic instruments/ materials</i>	Handouts, pen and paper, marker, board
<i>Short instruction of the training sessions or the activities</i>	<p>Aim:. This activity will help you help you develop a positive attitude towards yourself.</p> <p>At the end of the activity you will be able to:</p> <p>Identify possible problems;</p> <p>To view and analyse things from a someone else's perspective;</p> <p>To come up with solutions for an efficient working out of the problem situations;</p> <p>To communicate self-confidently in specific situations.</p>
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	<p>Feel proud of what you can do!</p> <p>See the good things about yourself!</p> <p>Believe in yourself, even when you don't do well at first!</p> <p>Feel liked and accepted!</p> <p>Accept yourself, even when you make mistakes!</p>



1. Read Zeni's story:

STUDENT ACTIVITY BOOK

THE TROUBLING LETTERS

One fine autumn afternoon Zeni had just woken up from her afternoon nap. Her Grandma had already prepared a little snack. While she was enjoying her snack, the child was thinking about the homework she had for the next day. She then thought of a few Math exercises and....oh, no!.....she realised she had to finish that page of letters....What a burden! She was terrified because she had to write those letters. She had never been able to write as neatly and beautifully as Emi, her deskmate. She was afraid that, this time too Emi would make fun of her writing again. As you can easily imagine, Zeni worked out the Math exercises that she liked so much first! Then it was time for the letters.

"This is too hard! I can't do it! said Zeni bursting into tears.

"Don't cry, my child! Her Grandma told her softly. You are a smart and hard-working girl. Try to focus. You'll succeed. The letters will never be as you wish if you keep crying instead of finding a solution. Pick up the pen, don't hold it so tightly and try to write the letter as if you were making a small drawing.

"I can't write as beautifully as Emi! There must be something wrong with my pen. This is probably why I also failed at writing neatly and calligraphically at school. I want my letters to be perfect!

"You can do some things very well and some you can't, Grandma answered calmly. Try your best at writing as correctly as you can!"

Zeni fell asleep thinking of her homework that seemed so horrible. During the night she dreamt that the letters in her notebook were talking about her. They were telling how well she did in the Math contest, how much she helps her Granny with the chores, how much she loves her sister, how patient she is with her and how beautifully they play together. She heard the letters saying that they are not angry with her because she can't write as neatly as Emi and that they appreciate her effort.

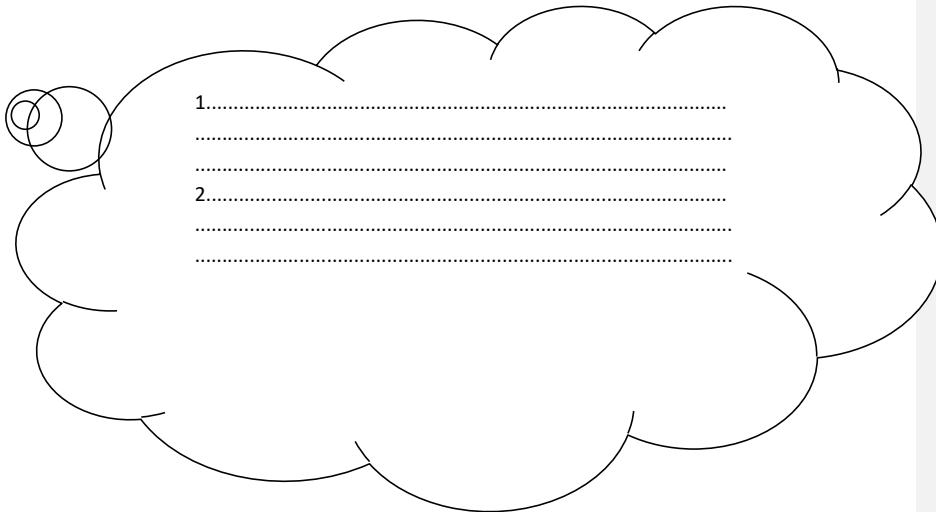
Next day, at school, Zeni remembered her dream. She worked up her strength and told her desk mate:

"I am good at Math. You can write neatly. One can't be good at everything. And I try hard, you know!

Emi apologized. She was sorry for having laughed at Zeni. She understood that the girl was right: One can't be good at everything.

Activity 1.

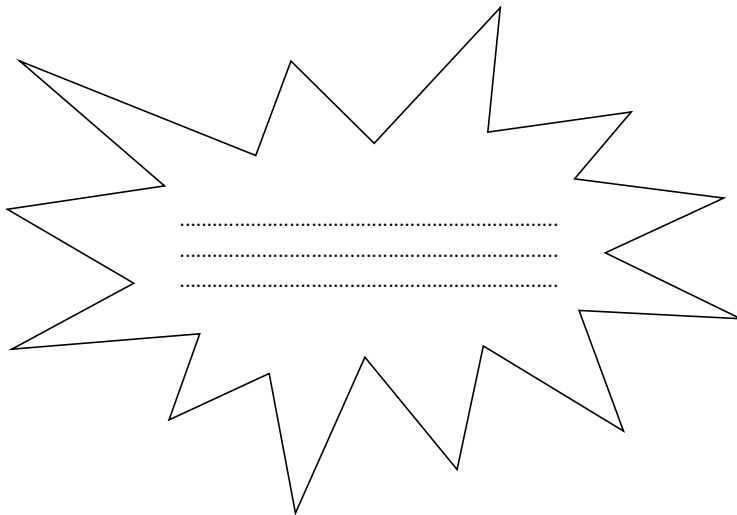
Write two questions based on the text „The troubling letters”



1.....
.....
.....
2.....
.....
.....

Activity 2.

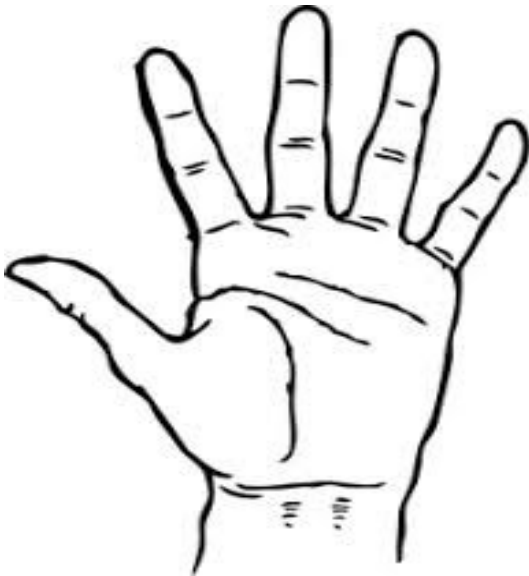
Zeni needs your help. Write a piece of advice to chase her fear and to regain her trust.



.....
.....
.....

Activity 3.

Have you read Zeni's story? Write on the child's palm five qualities Zeni has, as it results from the text.



Activity 4.

Write on the note below a moment/situation when you felt afraid.

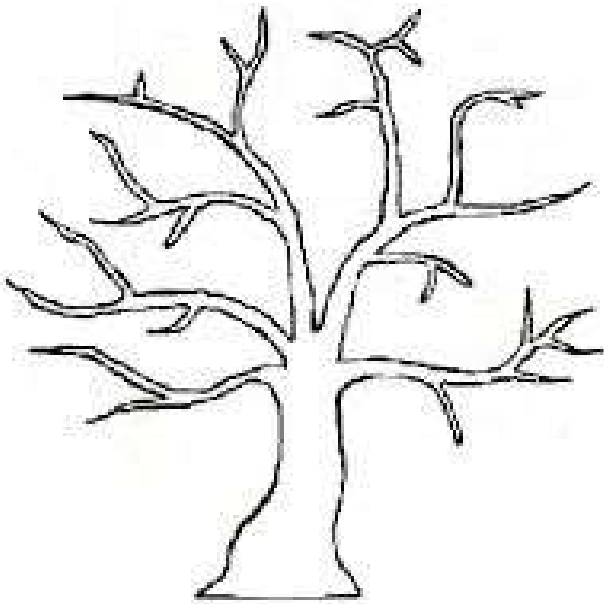
.....
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STUDENT ACTIVITY BOOK

Activity 5.

This is the „Tree of qualities”. Draw on its four branches a leaf and write a quality you have on the leaf.



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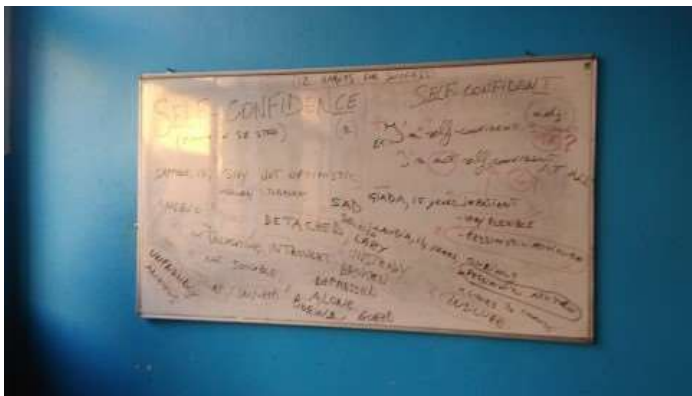
Confidence

STUDENT ACTIVITY BOOK

AGE GROUP 14 – 16

<i>Habit - explanation</i>	<p>Confidence: To use and manage information. Positive mindset, open-minded, self-confidence.</p>
<i>A glossary of terms</i>	<p>Happy, comfortable, friendly, optimist, sociable, funny, open-minded, talkative, creative, positive, hard-working, self-esteem, self-confidence, self-confident, patient, flexible, reliable, smart, cool, brave alone, boring, bored, anxious, anxiety, depressed, detached, introvert, insecure, lazy, broken, introvert, shy, quiet</p>
<i>Basic instruments/ materials</i>	<p>Whiteboard, photocopies, student's book</p>
<i>Short instruction of the training sessions or the activities</i>	<ul style="list-style-type: none"> • Whole-class brainstorming on CONFIDENCE • Read the worksheet and decide whether you have a fixed or growth mindset. Explain why. • Two couples of students are assigned two new topics: The 2 couples will have to deliver the topics to their classmates.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	<p>Students are invited to use a very simple language and they can also use mind maps.</p>

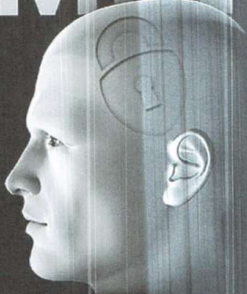
Worksheet / exercises



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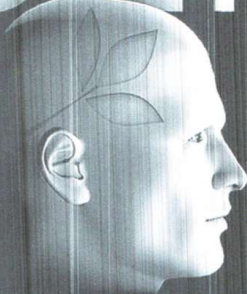
FIXED vs GROWTH MINDSET



**INTELLIGENCE IS SOMETHING YOU
HAVE OR DON'T HAVE**

With a **FIXED** mindset
we tend to:


- Avoid taking on challenges
- Quit or give up easily
- Be highly self-critical
- See effort as pointless
- Disregard criticism
- Resent the success of others
- Criticize and judge others
- Argue for our limitations



**INTELLIGENCE IS SOMETHING YOU
ARE ABLE TO DEVELOP**

With a **GROWTH** mindset
we tend to:

- Embrace any challenge
- Never give up
- Practice self-compassion
- See effort as a journey
- Learn from all criticism
- Be inspired by others' success
- Help and nurture others
- Believe in possibilities

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Confidence

AGE GROUP 16 – 19

<i>Habit - explanation</i>	CONFIDENCE – ONLINE ACTIVITY
<i>A glossary of terms/phrases</i>	<ul style="list-style-type: none"> • This song is about/ talks about/ deals with..... • love, feelings, pain, religion, soul, friendship, the end of a relationship, desperation, an invitation to live and enjoy, human rights, desire, passion, loss, jealousy, happiness, sadness, craziness, anger, wondering, youth, freedom, places, people, animals, problems • The singer is / It's by..... /It is sung by..... • It's a boy band called..... • she/he tells a story, talks about his/her past experiences/thinks/remembers when..... • As you can read here..... • In fact, you can read here that..... • This line says....., which means.....
<i>Basic instruments/materials</i>	Internet connection, a computer, a webcam YouTube video, YouTube Catcher, A-Z lyrics
<i>Short instruction of the training sessions or the activities</i>	<p>INTRODUCE A SONG TO YOUR CLASS (individual activity) You are a teacher for a day.</p> <ul style="list-style-type: none"> • Share/Project the lyrics video of your favorite song. • Give some basic information before putting the music video on (title, singer, what the song is about). • Stop the music video anytime you want the class to focus on lines expressing or conveying the meaning of the song.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	This activity can also be a PAIR-WORK

Worksheet / exercises



STUDENT ACTIVITY BOOK

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



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STUDENT ACTIVITY BOOK

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

AGE GROUP 6 – 10

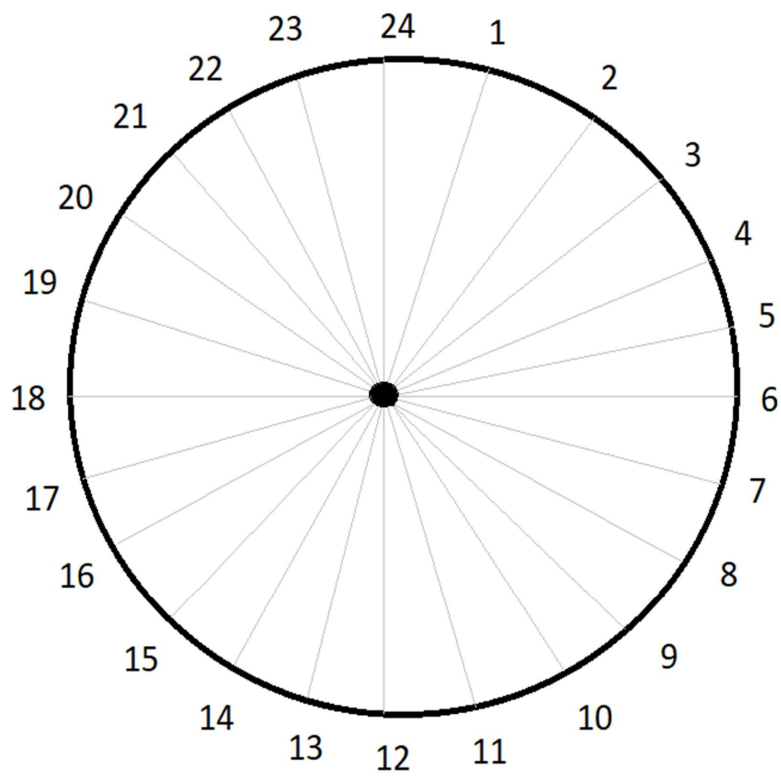
<i>Habit - explanation</i>	<p><u>Organization and order</u></p> <p>Organization is a system of activities to achieve defined goal. This goal is to describe and accomplish tasks for the day. In that way you make your own order.</p>
<i>A glossary of terms</i>	Organization of time - arrangement of all activities of the day
<i>Basic instruments/ materials</i>	Colour pencils
<i>Short instruction of the training sessions or the activities</i>	<ol style="list-style-type: none"> 1. Listen to the instruction of your teacher. 2. Draw copy of the picture in the time when you do some of them in the correct color. 3. You can make your own in "my idea". 4. If the draw is harder, you can just color with correct color. 5. Keep your picture or give it to your teacher to keep it save for the next time.
<i>"a bag of tricks"</i>	<ol style="list-style-type: none"> 1. Follow your dairy of time! 2. Interesting: Meanings of colors: <ul style="list-style-type: none"> blue – make people dream pink – carefree color red – color of courage yellow – feeling of movement brown – color of security green – color of nature grey – color of harmony purple - reminiscent for magic and fantasy orange - the color of enthusiasm 3. Have fun!












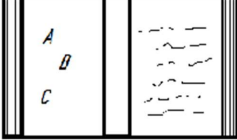



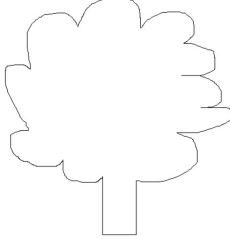





STUDENT ACTIVITY BOOK

Worksheet / exercises



GUIDE

Activity	Color	Picture
Study	Grey 	
Rest	Pink 	
Play with friends	Red 	
My hobby	Yellow 	
Read a book	Blue 	

<p>Walk</p>	<p>Green</p> 	
<p>Family</p>	<p>Brown</p> 	
<p>Dream time</p>	<p>Orange</p> 	
<p>My idea</p>	<p>Purple</p> 	<p>Draw your picture.</p>

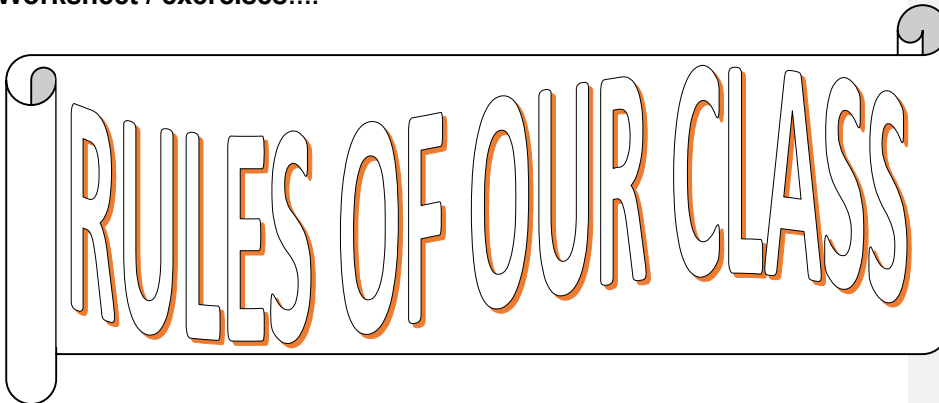


Organization and order

AGE GROUP 10 – 14

<i>Habit - explanation</i>	Organization is a system of activities for achievement defined purpose. This purpose is an order. The activities are about the creation, settle and follow different rules.
<i>A glossary of terms</i>	Rule – something which allows or does not allow us to do something
<i>Basic instruments/ materials</i>	pen, scissors, glue and a big piece of cardboard
<i>Short instruction of the training sessions or the activities</i>	Divide students into 4 groups. Each group should write at least 4 rules that must be followed in school and at all for that we all to be polite and feels better. You must cut the rules along the black line. One of each group will need to read the written rules, but you will have to choose which one. You have 8 – 10 minutes for work. Then we'll stick them on a big cardboard.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	The rules must be ONLY positive Do not write negative sentences.

Worksheet / exercises....





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☆	☆
♡	♡
☺	☺
⚡	⚡
☆	☆
♡	♡
☺	☺
⚡	⚡



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Organization and order

AGE GROUP 14 – 16

<p><i>Habit - explanation</i></p> <p><i>Write on the right your explanation</i></p> <p><i>The glossary of terms will help you for explanation</i></p>	
<p><i>A glossary of terms</i></p>	<p>Organization - A system of activities to achieve a specific goal.</p> <p>Row - Sequence</p>
<p><i>Basic instruments/ materials</i></p>	<p>Worksheet and a pen</p>
<p><i>Short instruction</i></p>	<p>1. You have a worksheet.</p> <p>2. Try alone to complete your own plan for the next week. - you have 15 minutes to work.</p> <p>3. You can make and write your plans for next holiday</p>
<p><i>“a bag of tricks”</i></p>	<p style="text-align: center;">IMPORTANT!</p> <p>You must be concentrated during the planning</p> <p>Try to make the best plan for the next week.</p> <p>Write down only positive intentions</p>





STUDENT ACTIVITY BOOK

WEEKLY SPARKLE *Let's plan the week / next holiday*

WEEKLY SPARKLE

	Monday	Something to eat today
Morning	1 2	
Afternoon	1 2	
Evening	1 2	
	Tuesday	Something to eat today
Morning	1 2	
Afternoon	1 2	
Evening	1 2	
	Wednesday	Something to eat today
Morning	1 2	
Afternoon	1 2	
Evening	1 2	
	Thursday	Something to eat today
Morning	1 2	
Afternoon	1 2	
Evening	1 2	
	Friday	Something to eat today



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Morning	1 2	
Afternoon	1 2	
Evening	1 2	
Saturday		Something to eat today
Morning	1 2	
Afternoon	1 2	
Evening	1 2	
Sunday		Something to eat today
Morning	1 2	
Afternoon	1 2	
Evening	1 2	

GOAL / TASK	Notes Don't forget
1.	1.
2.	
3.	2.
4.	
5.	3.





STUDENT ACTIVITY BOOK

Organization and order

AGE GROUP 16 – 19

<i>Habit - explanation</i>	
<i>Write on the right your explanation</i>	
<i>A glossary of terms</i>	Daily planner
<i>Try to define the terms</i>	Goals
<i>And discuss with your partner the importance of each one</i>	Urgent
	Priorities
	Deadlines
<i>Basic instruments/ materials</i>	Notebook/Year planner Pens, colour pencils, stickers
<i>Short instruction of the training sessions or the activities</i>	Try to fill information in each part/paragraph. Pay attention for planning daily goals. Be careful: for past and coming deadlines.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	Be positive and write everything important!

Worksheet / Example



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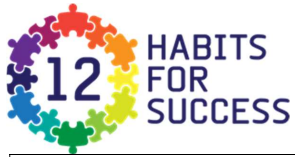
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MY PLANS FOR TODAY		date/...../.....
GOALS for today – max 2 1. 2.	URGENT/PRIORITY – no more than 3 1. 2. 3.	
TO DO 1. School <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> 2. Home <hr/> <hr/> <hr/> <hr/>	APPOINTMENTS/emails 1. 2. 3. 4. 5. NOTES	
JOKES	I am grateful for	
MY SCORE □ □ □ □ □ □ □ □ □ □	Colour the boxes	

Resolve

AGE GROUP 6 – 10

<i>Habit - explanation</i>	<p>Resolve</p> <p>Problem solving is the ability to find answers/ solutions (be they theoretical or practical) to the challenging situations, you are facing.</p>
<i>A glossary of terms</i>	<p>The problem = a situation to be solved, something that has to be changed.</p> <p>The solution = the answer, the solution to the problem;</p> <p>The conflict = opposition, fight; two or more people that have different opinions/ viewpoints on a situation;</p> <p>Behaviour = the way one acts, what we can notice the others are doing (gestures, mimicry, body posture etc.)</p> <p>Evaluation = measuring, weighing, comparing</p>
<i>Basic instruments/ materials</i>	<p>The ABCDE problem-solving technique</p> <p>A. Analysing the problem (<i>What is the problem? What do I have to change? When /Where does the problem appear? Who is affected?</i>)</p> <p>B. Brainstorming possible solutions for the problem (<i>Which are the possible solutions?</i>)</p> <p>C. The consequences of putting into practice the solutions (<i>Which are the consequences, the results, the positive/negative effects or the short/long term effects of putting the solutions into practice?</i>)</p> <p>D. Deciding upon a solution (<i>I choose the best solution, taking into account the consequences that have been identified or the resources that are available, the obstacles, the barriers</i>).</p> <p>E. Evaluating the efficiency of the solution I've chosen (<i>How do I feel? What has changed? What have I learned?</i>)</p>
<i>Short instruction of the training sessions or the activities</i>	<p>At the end of the activity you will be able to:</p> <ul style="list-style-type: none"> • Identify possible problems; • Practise your ability to identify/think from someone else's perspective; • Generate solutions to solve challenging situations in an appropriate way using the ABCDE problem-solving technique;



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	<ul style="list-style-type: none"> • Practice your abilities of assertive communication within specific context of social interaction.
<p><i>“a bag of tricks” useful pieces of advice and suggestions for the students</i></p>	<ul style="list-style-type: none"> • The problem does not lie in the person, but in the disrespectful and unfriendly behavior of that person. • You know there is a problem when there is a conflict between two or more people who show different needs, behaviour, attitudes and wishes towards the same thing or situation. • For each problem there is at least one solution or even more! • Be optimistic, creative and trust your ability to find solutions to your problems!



Annex 1

What is the problem?

.....

Who does this problem involve/affect?

.....

How/when does this problem manifest itself?

.....

What are the expected results after solving the problem?

.....

What is the problem?

.....

Who does this problem involve/affect?

.....

How/when does this problem manifest itself?

.....

What are the expected results after solving the problem?

.....





**STUDENT
ACTIVITY BOOK**
Annex 2 - Worksheet

The ABCDE Problem-solving technique

A. **Analyse the problem** (What is the problem? What do I have to change? How/when does it appear? Who is involved/affected?)

.....
.....
.....

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!)

.....
.....
.....

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?)

.....
.....
.....

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.)



.....
.....
.....

E. **Evaluate the efficiency of the chosen solution** (How do I feel? What has changed? What have I learned?)

.....
.....
.....

Activity assessment

Mark your opinion with an X.

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			

Resolve

AGE GROUP 10 – 14

<i>Habit- explanation</i>	Webster’s dictionary defines resolve as: the fixity of purpose ; a legal or official determination; a resolution or determination made, as to follow some course of action; firmness of purpose or intent; determination in finding a solution; a firm determination to do something; formal strong <u>determination</u> to <u>succeed</u> in doing something; the trait of being resolute according to the vocabulary.com.
<i>A glossary of terms</i>	Habit Resolve Purpose Determination Action Solution Resolute Problem solving Mixture of components Types of mixtures Methods of separating the components of a mixture
<i>Basic instruments/ materials</i>	- Planning sheet; - Materials: clips, coarse salt, beans and sand; - Laboratory material from the different separation methods: magnetism, sifting, filtration, solvent extraction and evaporation.
<i>Short instruction of the training sessions or the activities</i>	<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>He mixed, stirred to see what was happening. And, he came across a very strange mixture!</p>



	<p>Then, he remembered his 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, his mother would notice that he had spent clips, beans and salt.</p> <p>John started to figure out a plan to separate all the components of the mixture and in the end he would be able to put them in the right place without his mother noticing anything.</p> <p>How do you think John did it?</p> <p>Step 2 - Guidelines for solving the problem</p> <p>As John, you have to set out a plan following these steps:</p> <ol style="list-style-type: none"> 1. Define the problem; 2. Think about the problem; 3. Plan a solution; 4. Put the plan into action; 5. Reflect on what has been done.
<p><i>“a bag of tricks” useful pieces of advice and suggestions for the students</i></p>	<p>To be able to perform each of the previous steps, read carefully the following suggestions:</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 it (and eventually to 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 problem; - gather relevant information about the knowledge involved in solving the problem. 3. <u>Plan a solution</u> <ul style="list-style-type: none"> - consider possible strategies; - 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 on the first attempt; - be persistent - if the plan doesn't work immediately, don't give up and try a different strategy.



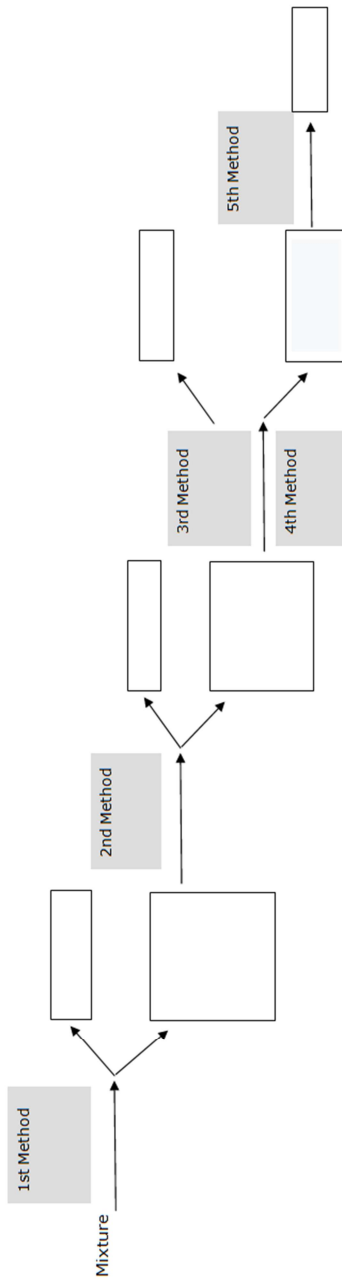


STUDENT ACTIVITY BOOK

	<p>5. <u>Reflect on what has been done</u> - after finding a solution, you should ask yourself the following questions:</p> <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>6. <u>Fill in the chart to assess the activity.</u></p> <p>Activity assessment Mark your opinion with an X.</p>
--	--

Now I am 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

<i>Habit - explanation</i>	<p>Resolve Webster's dictionary defines resolving as: goal setting; a legal or official determination; a resolution or determination made, to follow some course of action; firmness of purpose or intention; determination to find a solution; a firm determination to do something; strong formal determination to succeed in doing something; the characteristic of being resolute according to the vocabulary.com.</p>
<i>Glossary of terms</i>	<p>Habit Solve Objective Determination Action Solution Problem solving Acid, basic and neutral solutions Acid-base indicators Acid-base reactions</p>
<i>Resources and materials</i>	<p>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>Short instructions for the sessions or activities</i>	<p style="text-align: center;">Step 1 - Introducing the problem</p> <p>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 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. How can they solve the problem?</p> <p style="text-align: center;">Step 2 - Guidelines for solving the problem</p> <p>Do as Maria does, establish a plan by following the steps below:</p> <ol style="list-style-type: none"> 1. Define the problem

	<p>2. Think about the problem 3. Plan a solution 4. Put the plan into action 5. Reflect on what was made</p>
<p><i>"A bag of tricks" useful tips and suggestions for students</i></p>	<p>To be able to perform each of the previous steps, carefully read the following suggestions:</p> <p style="text-align: center;">1. <u>Define the problem</u></p> <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. <p style="text-align: center;">2. <u>Think about the problem</u></p> <ul style="list-style-type: none"> - reflects on the problem; - collects relevant information about the knowledge involved in solving the problem. <p style="text-align: center;">3. <u>Plan a solution</u></p> <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. <p style="text-align: center;">4. <u>Put the plan into action</u></p> <ul style="list-style-type: none"> - be patient - the problem is not always solved the first time; - Be persistent - if the plan does not work immediately, do not give up and try a different strategy. <p style="text-align: center;">5. <u>Reflect on what has been done</u></p> <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 you learned from this process? . Could you have solved the problem in another way? <p style="text-align: center;">6. <u>Fill in the chart to assess the activity.</u></p> <p>Activity assessment Mark your opinion with an X.</p>

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

Solutions	Bee sting poison	Lemon juice	Vinegar	Distilled	Water Salt water	Sodium bicarbonate dissolved in water
Approximate pH value						
Chemical character						



STUDENT ACTIVITY BOOK

Resolve

AGE GROUP 16 – 19

<i>Habit - explanation</i>	<p><u>Resolve</u></p> <p>Webster's dictionary defines resolving as: goal setting; a legal or official determination; a resolution or determination made, to follow some course of action; firmness of purpose or intention; determination to find a solution; a firm determination to do something; strong formal determination to succeed in doing something; the characteristic of being resolute according to the vocabulary.com.</p> <p>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>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."</p> <p>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.</p>
<i>Glossary of terms</i>	<ul style="list-style-type: none"> Habit Problem Purpose Resolve Objective Understanding the problem Devise a plan Carry out a plan Look back Determination Action Draw sketches / diagrams Problem solving
<i>Resources and materials</i>	<p>Worksheet with 3 daily life problems to be solved</p>



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Short instructions for the sessions or activities

Practice makes perfect!

Read the following problems and try to solve them using the four-step process and to acquaint them with one of the common strategies for solving problems: making a drawing.

Problem number 1

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?

Problem number 2

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 3

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 4

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?

Share and discuss your answers with your classmates.


"A bag of tricks" useful tips and suggestions for students

Fill in the chart to assess the activity.

Activity assessment Mark your opinion with an X.

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			



<i>Habit – explanation</i>	<p><u>Generosity</u> 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.</p>
<i>Ativity/ Game</i>	<p>Name of the activity Flowers with Messages</p>
<i>Resources/ material</i>	<p>White paper sheet Pencil or pen Tulip origami Coloured paper (2 sheets, one of them must be green)</p>
<i>Description/ Lesson Plan</i>	<ol style="list-style-type: none"> 1. Draw a flower in your piece of paper. 2. Now you should some words related to” being generous to others”. 3. Follow your teacher to build a tulip in origami. 4. In the flower you will write the words you chose. 5. See how it could be: 

Generosity

AGE GROUP 10 – 14

<i>Habit - explanation</i>	<u>Generosity</u> is that moral quality or the habit of giving willingly and abundantly, without waiting anything in exchange. It reflects the passion of your heart to help you kin and it symbolizes sacrificing self-interest for the well-being of the others.
<i>A glossary of terms</i>	Kindness = kind behavior and feelings Compassion = sympathy for someone who is in a bad situation Honesty = an honest way of behaving, speaking and thinking Affection = a feeling of liking and caring about someone or something Wisdom = the ability to make good decisions based on knowledge and experience
<i>Basic instruments/ materials</i>	An excerpt from Edmondo de Amicis' Cuore, board, individual handouts, coloured pencils, paints, paintbrushes, paper
<i>Short instruction of the training sessions or the activities</i>	At the end of this session you will have <ul style="list-style-type: none"> - Become more aware about a person's moral qualities - Learnt to identify your and your classmates' moral qualities - Become more aware on ways you can improve yourself
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	Embrace generosity! Spend time with people in need! Give first! Spend time with a generous person! Fund a case based on your passions! Consider the benefits of generosity!

A GENEROUS DEED.

Wednesday, 26th.

It was this very morning that Garrone let us know what he is like. When I entered the school a little late, because the mistress of the upper first had stopped me to inquire at what hour she could find me at home, the master had not yet arrived, and three or four boys were tormenting poor Crossi, the one with the red hair, who has a dead arm, and whose mother sells vegetables. They were poking him with rulers, hitting him in the face with chestnut shells, and were making him out to be a cripple and a monster, by mimicking him, with his arm hanging from his neck. And he, alone on the end of the bench, and quite pale, began to be affected by it, gazing now at one and now at another with beseeching eyes, that they might leave him in peace. But the others mocked him worse than ever, and he began to tremble and to turn crimson with rage. All at once, Franti, the boy with the repulsive face, sprang upon a bench, and pretending that he was carrying a basket on each arm, he aped the mother of Crossi, when she used to come to wait for her son at the door; for she is ill now. Many began to laugh loudly. Then Crossi lost his head, and seizing an inkstand, he hurled it at the other's head with all his strength; but Franti dodged, and the inkstand struck the master, who entered at the moment, full in the breast.

All flew to their places, and became silent with terror.

The master, quite pale, went to his table, and said in a constrained voice:

"Who did it?"

No one replied.

The master cried out once more, raising his voice still louder, "Who is it?"

Then Garrone, moved to pity for poor Crossi, rose abruptly and said, resolutely, "It was I."

The master looked at him, looked at the stupefied scholars; then said in a tranquil voice, "It was not you."

And, after a moment: "The culprit shall not be punished. Let him rise!"

Crossi rose and said, weeping, "They were striking me and insulting me, and I lost my head, and threw it."^[12]



STUDENT ACTIVITY BOOK

“Sit down,” said the master. “Let those who provoked him rise.”

Four rose, and hung their heads.

“You,” said the master, “have insulted a companion who had given you no provocation; you have scoffed at an unfortunate lad, you have struck a weak person who could not defend himself. You have committed one of the basest, the most shameful acts with which a human creature can stain himself. Cowards!”

Having said this, he came down among the benches, put his hand under Garrone’s chin, as the latter stood with drooping head, and having made him raise it, he looked him straight in the eye, and said to him, “You are a noble soul.”

Garrone profited by the occasion to murmur some words, I know not what, in the ear of the master; and he, turning towards the four culprits, said, abruptly, “I forgive you.”

(Edomono de Amicis, A generous deed)

https://www.gutenberg.org/files/28961/28961-h/28961-h.htm#Page_10

Exercise 1.

“The question ball”: Write one question based on the text above. Turn the sheet of paper into a paper ball. Call out the name of one of your classmates. Throw him/ her your ball. He/She will unfold the sheet of paper, will read the question and will answer it orally.

Exercise 2.

“My opinion” Say what you think about the characters in this text, filling in the two columns of the table.

<u>Positive characters</u>	<u>Negative characters</u>



STUDENT ACTIVITY BOOK

Exercise 3.

Have you ever done something similar to Garrone's good deed? Briefly tell your classmate about it.

Exercise 4.

Match the words in the first column with the positive morals features using a green pen and red one for the negative ones.

Trust

Respect

Courage _____ negative moral features

Fear

Cowardness _____ positive moral features

Unkindness

Sincerity

Exercise 5.

Draw Garrone



STUDENT ACTIVITY BOOK

Exercise 6

Good deeds Ninja (takes one week)

The idea of the game is to watch the others and do as many kind things for them as you can, but in a very discrete manner, without being noticed, just like a ninja warrior. Then watch the reactions of those for whom you did something nice. At the end of each day, tell each other about your good deeds.

Exercise 7.

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."

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.

Exercise 8.

Load your gifts with Love

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.

The second step is to blow love all over it.

The third is to pick up a good wish from behind your ear and put it in the gift.



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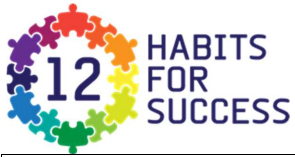
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Generosity

AGE GROUP 14 – 16

Habit – Generosity	To stimulate the spirit of generosity To reflect about the advantages of being generous.
Activity/Game	Name of the game: “A generous Planet” Write a set of definitions about “Being Generous” and the importance of being generous
Age/School year	7th grade and older
Length	Small group work: 3 x30 minutes Class work: 3x 30 minutes
Resources and materials	Paper Board Markers Inks Coloured pencils
Descrição específica Plano de aula	<p>1. Read the following situation: “A new planet was discovered with individuals who do not know what it is to be generous. Your group was chosen to draw up a statement of attitudes and actions on how generous a human being is.”</p> <p>2. Instruct participants, divided into small groups, of 4 students, to do the following: A. Give this new planet a name. B. Choose ten generous actions with which the whole group agrees and write them on a sheet, board or card.</p> <p>3. Each group presents its list to the class. While doing so, make a "main list" that includes all the generous acts that the groups mention, combining similar actions.</p> <p>4. When all groups have submitted their lists, review the main list: A. Are there any actions that stand out? Can they be combined? B. Is there an act that only appears on a list? Should it be included or deleted?</p> <p>5. Discuss these issues: A. Which of your ideas about Generosity changed the most during this activity?</p>





STUDENT ACTIVITY BOOK

- | | |
|--|--|
| | <p>B. What would life be like on this planet if some of these actions were excluded?</p> <p>C. Are there any 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>6. Final writing of the list of actions on how to be generous.</p> <p>7. Representation of the planet - Students represent the planet in a free plastic form (drawing / digital format). The final product will be on display in the classroom.</p> |
|--|--|





Generosity

STUDENT ACTIVITY BOOK

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>



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Passion

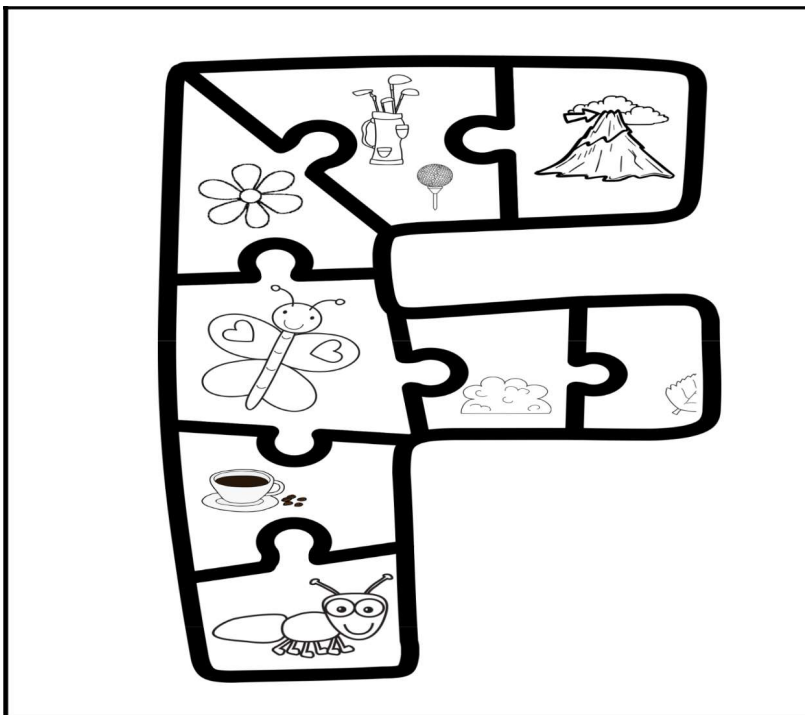
AGE GROUP 6 – 10

Habit - explanation	<p>The word <u>passion</u> has several meanings. On the one hand it refers to a powerful emotion such as love or anger: She spoke with great passion about her brother's success. On the other hand, it means strong enthusiasm or interest: a passion for classical music.</p> <p>When it comes to school and school success, passion that is that strong feeling of enthusiasm helps you to dedicate yourself fully to an activity, to persevere despite obstacles and enables you to remain dedicated and committed to a specific activity, or everyday habits necessary to achieve excellence.</p>
A glossary of terms	<p>courage= the ability to do things that are dangerous, frightening, or very difficult;</p> <p>self-confidence = the feeling that you can things well and that people respect you;</p> <p>responsibility = something that you have to do as a duty or job;</p> <p>self-esteem =the feeling that you are as good as other people and that you deserve to be treated well;</p> <p>success= the achievement of something that you planned to do or attempted to do;</p>
Basic instruments/ materials	Handouts, coloured pencils, classroom furniture
Short instruction of the training sessions or the activities	<p>At the end of this session you will be able to:</p> <ul style="list-style-type: none"> - Understand that in order to succeed one has to work and fight for their dreams; - To find solutions to work out negative situations; - Să come up with creative ideas to deal with problems; - To practise their communication skills.
“a bag of tricks” useful pieces of advice and suggestions for the students	<p>"All our dreams can become reality if we have the courage to pursue them." - Walt Disney</p> <ol style="list-style-type: none"> 1. Trust yourself! 2. Be responsible! 3. Find solutions! 4. Fight for you dream! 5. Don't give up when things get hard!

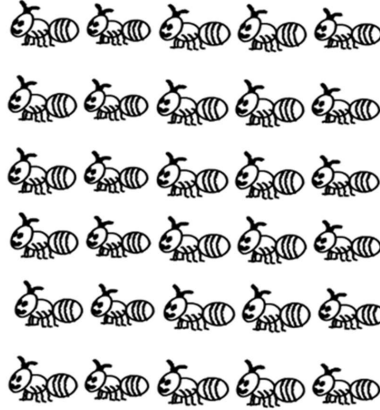
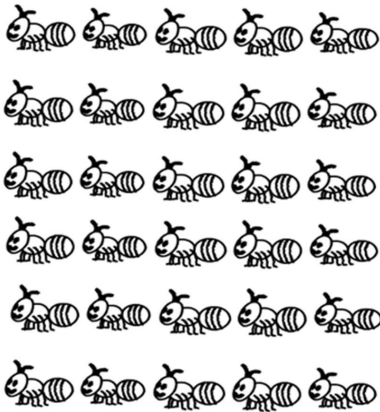


Worksheet / exercises....

1. Help little ant Maya colour the pictures which contain the sound **f**.



2. Let's help Maya! Cut out and glue!



🚩 Today it's Monday. Ant Maya is building a swarm, but she is alone.

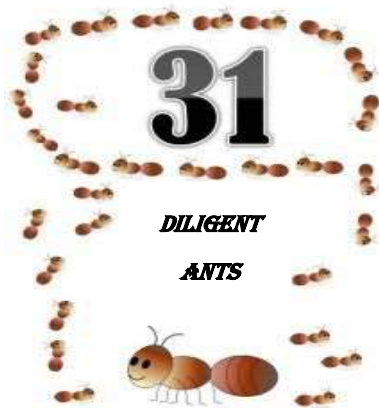
🚩 On Tuesday Maya asks for help. Ten ants join her. All of them are hard-working.

🚩 It is Wednesday. Maya hasn't finished yet. Ten more ants join her.

🚩 It is Thursday, and Maya still hasn't finished! Ten more ants join her.



✚ It is Friday. The swarm is ready. 31 rooms for 31 little ants.



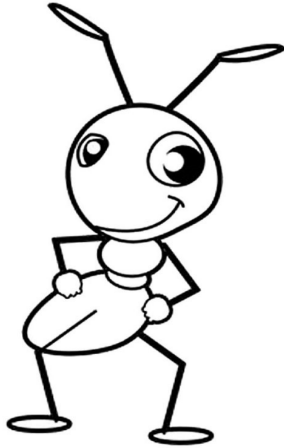
3. We are Maya's friends. There is an "f" sound in our names. How do you think we are called?



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



STUDENT ACTIVITY BOOK



1. Antennae 2. Head 3. Thorax 4. Leg
5. Abdomen 6. Mouth 7. Eye

5. Find the opposites for the words on the little bags and write them on the line:





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<i>Habit - explanation</i>	<p>Brief explanation: <i>Passion</i></p> <p>The word passion has several meanings. On the one hand it refers to a powerful emotion such as love or anger: <i>She spoke with great passion about her brother's success.</i> On the other hand, it means strong enthusiasm or interest: <i>a passion for classical music.</i></p> <p>When it comes to school and school success, passion that is that strong feeling of enthusiasm helps you to dedicate yourself fully to an activity, to persevere despite obstacles and enables you to remain dedicated and committed to a specific activity, or everyday habits necessary to achieve excellence.</p>
<i>A glossary of terms</i>	<p>courage= the ability to do things that are dangerous, frightening, or very difficult;</p> <p>responsibility = something that you have to do as a duty or job;</p> <p>self-esteem =the feeling that you are as good as other people and that you deserve to be treated well;</p> <p>success= the achievement of something that you planned to do or attempted to do;</p>
<i>Basic instruments/ materials</i>	Internet connection, laptop
<i>Title of the lesson</i>	Take the floor and be a passionate teacher!
<i>Short instruction of the training sessions or the activities</i>	<p>At the end of this session you:</p> <ul style="list-style-type: none"> - You will get inyo the shoes of a passioante teacher and teach your classmates a lesson on the topic you have chosen; - You will be able to look for resources to document your projectwork ; - You will be able to come up with creative ideas to deal with the problems you face while making the poster; - You will practise your communication skills.

*“a bag of tricks”
useful pieces of advice
and suggestions for
the students*

6. Trust yourself!
7. Follow your instincts and your interests!
8. Find solutions!
9. Don't give up when things get hard!
10. Be creative, and work passionately!

Worksheet / exercises

How much do you know about Australia?

The short videos below can be a very good starting point for our journey across Australia. Watch the videos and pick up one aspect that has stirred your curiosity, one that you are familiar with and you are really keen on, or one that has impressed you a lot.

Surf the Internet for more information on that topic, and then do a one-page digital project so that you may share it with your classmates on your screen. You could also make a short video, like a TV program where you could be the presenter.

Enjoy the videos! It could be about the geography of this continent, its fauna, flora, its traditions, or traditional food, about the meaning of the elements on the Australian flag, the sports that the Australians prefer, etc. Choose only one topic and select the information you believe will catch your classmates' attention and which are more likely to remember easily.

Be ready to get into the shoes of a passionate teacher talking about one aspect in Australian culture and passionately deliver your presentation online, to your classmates!

Good luck and have fun!

Enjoy the videos and don't forget: be creative; don't give up and follow your passion!!

<https://www.youtube.com/watch?v=hJm7kLzEmdE> – Australia Facts, Cool, Fun facts about Down Under

<https://www.youtube.com/watch?v=f0PvMmTAUAQ> Australia Destination World

https://www.youtube.com/watch?v=TKCq54_ho-A Australian animals/ Animals for Kids

<https://www.youtube.com/watch?v=wbNel3vVKM> The Great Barrier Reef/ Exploring Oceans



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STUDENT ACTIVITY BOOK

Passion

AGE GROUP 14 – 16

<i>Habit - explanation</i>	Etymology: from Latin <i>passio</i> (<i>suffering</i>), from Greek <i>pathos</i> (<i>emotion</i>), today means <i>deep emotion</i>
<i>A glossary of terms</i>	Energy, experience, tenacity, patience, determination, hard work, courage, altruism, generosity, good will, self-confidence, strength and etc. Sacrifice, difficulty, trouble, risk, solitude, fear....
<i>Basic instruments/ materials</i>	Pictures, blackboard, photocopie , computer

Exercices

1. Brain-storming and group discussion

Look at the following images:

- Do you recognize them?
- What are they famous for?
- Do you appreciate them? Why?



2. Fill the grid:

Who?	What did they fight for? In which field?
Mandela	
	Devotes her life serving the poorest



STUDENT ACTIVITY BOOK

3. Which of the following features do all the characters share?

Tick the appropriate words in the list below

- Self confidence
- Family origins
- Education
- Sex
- Action area
- Sacrifice
- Tenacity
- Patience
- Age
- Religion
- Power
- Risk
- Passion
- Job
- Determination
- Hard work
- Courage
- Altruism
- Nationality
- Wealth
- Generosity
- Good will

4. Debate:

Starting from the characteristics you have just selected, discuss in small groups to find your definition of a hero/ine.

5. Share your definition with the class and choose the most appropriate.



STUDENT ACTIVITY BOOK

6. Homework

Starting from the definition of hero, choose a person that you think presents those characteristics. Imagine you are the hero and then prepare an oral first person presentation. Try to play his/her role showing also a symbolic first person oral presentation and/or wearing a costume....

Prepare your speech following the plan:

Introduction

You are the hero. Start presenting yourself (only general information)

Development

Find 2/3 ideas to illustrate his/her life. Focus on his/her mission or job.
Find some (2/3) relevant actions he/she has carried out

Conclusion:

Send a message to future generations

Suggestions:

- Remember to use the first person
- Write just the introduction, the rest of the speech will be based on notes
- Write down all the new unfamiliar words
- Verify your timing
- Check your rhythm (speak slowly)
- Vary intonation
- Mind your pronunciation
- Rehearse your monologue aloud

Remember you will perform it in front of your class!!

7. Act your performances and then vote your favorite hero



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Passion

AGE GROUP 16 – 19

<i>Habit - explanation</i>	<u>Passion</u> : Interesting word that includes opposite meaning belonging with Good (love, joy, desire) and with Evil (hate, hanger). Etymology: from Latin <i>passio</i> (<i>suffering</i>), from Greek <i>pathos</i> (<i>emotion</i>), today means <i>deep emotion</i>
<i>A glossary of terms</i>	Energy, experience, joy, adrenalin, excitement, strength.... Sacrifice, difficulty, trouble, hate, obsession.....
<i>Basic instruments/ materials</i>	Colours, pictures, computer
<i>Short instruction of the training sessions or the activities</i>	
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	There are many different ways to achieve this work. Try not to look for the right solution !

Exercices

1a.
Brain-storming: PASSION
Write all the words/expressiona you associate with this feeling.
Group discussion

1b.
Create a bank word with all the expressions you found. Divide them in :

VERBS	NOUNS	ADJECTIVES



STUDENT ACTIVITY BOOK

2. Reflecting and talking about personal feelings. Answer to these questions:

- What makes you feel passion?
- When do you usually have this feeling? In which situations? Can you name some?
- Who makes you feel and show passion?
- Are joy/ happiness and passion the same thing?
- Do you always have the same feelings under similar circumstances?
- Is it easy to hide your passion for someone or something? What about expressing your passion?
- Can you identify the way your body reacts to the feeling of passion?

Homework:

Associate passion with a color, a picture, a song/a tune.... to explain what it means for you

3. Think about words or expressions containing the etymology of the word passion:

Exemple: patience, compassion.....

4. Writing a poem.

Read the poem " Cet amour"/"This love"/ written by the French author J. Prévert. He expresses his feelings using some of the words you have in your list linked with passion.

Write your own poem (10 verse about), using the same structure.

The title of your poem will be: "My Passion"



This Love

Jaques Prévert

This love
So violent
So fragile
So tender
So hopeless
This love
Beautiful as the day
And bad as the weather
When the weather is bad
This love so true
This love so beautiful
So happy
So joyous
And so pathetic
Trembling with fear like a child in the dark
And so sure of itself
Like a tranquil man in the middle of the
night
This love that made others afraid
That made them speak
That made them go pale
This love intently watched
Because we intently watch it
Run down hurt trampled finished denied
forgotten
Because we ran it down hurt it trampled
it finished it denied it forgot it
This whole entire love
Still so lively
And so sunny
It's yours
It's mine
That which has been
This always new thing
And which hasn't changed
As true as a plant
As trembling as a bird
As warm as live as summer
We can both of us
Come and go
We can forget
And then go back to sleep
Wake up suffer grow old
Go back to sleep again

STUDENT ACTIVITY BOOK

Awake smile and laugh
And feel younger
Our love stays there
Stubborn as an ***
Lively as desire
Cruel as memory
Foolish as regrets
Tender as remembrance
Cold as marble
Beautiful as day
Fragile as a child
It watches us, smiling
And it speaks to us without saying a word
And me I listen to it, trembling
And I cry out
I cry out for you
I cry out for me
I beg you
For you for me for all who love each other
And who loved each other
Yes I cry out to it
For you for me and for all the others
That I don't know
Stay there
There where you are
There where you were in the past
Stay there
Don't move
Don't go away
We who loved each other
We've forgotten you
Don't forget us
We had only you on the earth
Don't let us become cold
Always so much farther away
And anywhere
Give us a sign of life
Much later on a dark night
In the forest of memory
Appear suddenly
Hold your hand out to us
And save us

<https://hellopoetry.com/poem/15468/this-love/>



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Honesty

AGE GROUP 6 – 10

<i>Habit - explanation</i>	<p><u>Honesty</u></p> <p>In Germany you say "hand onto heart" ("<i>Hand aufs Herz</i>" = <i>cross my heart</i>) when you mean something quite honestly. We put our right hand onto our chest and feel our heart beat. As attentive as we feel the pulse, we are with each other. Our communication should be as direct and lively as our heart beats.</p>
<i>A glossary of terms</i>	<p>Figure of speech: Our language expresses through idioms how something is, how we are, how we feel. Examples: She has her heart in the right place. He has a flash of inspiration.</p>
<i>Basic instruments/ materials</i>	<p>Colored paper (red, white, other colors), pencil, scissors, notebook (A 5 or A4)</p>
<i>Short instruction of the training sessions or the activities</i>	<p>Class circle: The children of the groups sit together in a round circle. The teacher or a selected pupil takes the lead.</p> <ul style="list-style-type: none"> * Get in: Feel your heart * Listen to a passage from The Little Prince * Gather phrases around the theme of "heart" * Talk about honesty * Make a collage * Meet for a weekly class circle
<i>"a bag of tricks" useful pieces of advice and suggestions for the students</i>	<p>The class circle works best with clear rules. This has proven to be a good idea:</p> <ul style="list-style-type: none"> * Every child who has a topic of conversation writes a note in the notebook of the class. This is how the concerns are collected. * There is a fixed date for the class circle. * Agreements resulting from the class circle are written down and reviewed from time to time. * The teacher starts with the leadership of the class circle. The aim is to delegate it to responsible students.



Short instruction of the training sessions or the activities

Get in: *Feel your heart = "Hand aufs Herz!"*

In our cultures the heart is perceived as a place of feeling, faith and compassionate seeing. 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.

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.

Listen to a passage from *The Little Prince*

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.

Gather phrases around the theme of "heart"

Every language has its Sayings and short expressions that make clear, that there is a connection of our heart with a honest feeling: f.ex. *cross my heart, from the bottom of one's heart, sweet heartedly ...*

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?

Make a collage

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."



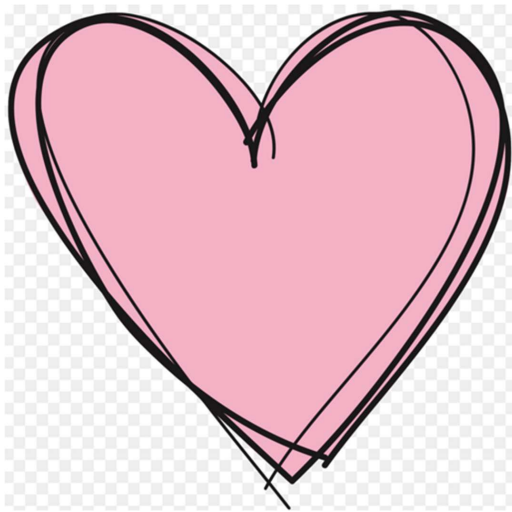
You might add Sayings and words that are important to you and initiate a class exhibition.



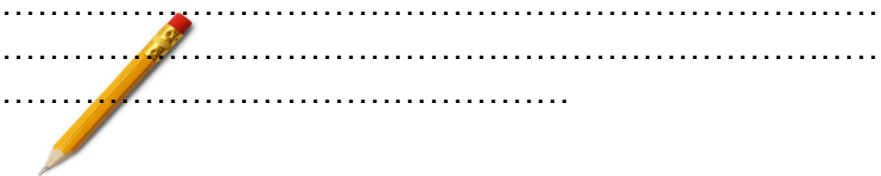
Meet for a weekly class circle

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").

What does your heart mean to you?



There are many proverbs and sayings about the meaning of the heart. Find those that see the heart in connection with sincere honesty and openness.



Honesty

AGE GROUP 10 – 14

<i>Habit - explanation</i>	<p>Definition of <u>honesty</u>:</p> <ol style="list-style-type: none"> 1. To tell the truth and not to lie. We resort to lies most often in order to avoid punishment or the anger of someone, to get something we want or to impress someone. To be honest and to tell the truth when we are afraid of the consequences, we also need courage. 2. Keep the promises you make. Keeping promises is important because it builds trust between people. 3. Follow the rules of the game. Games are for us to have fun together. The only real winner can be the one who played honestly. 4. Seek the permission of others before using their belongings. When we want to look or use another person's belongings, it is important to ask for their permission.
<i>A glossary of terms</i>	Honesty, truth, lie, dishonesty, insincerity
<i>Basic instruments/ materials</i>	Worksheet and video
<i>Short instruction of the training sessions or the activities</i>	<p>Begin the lesson by commenting on quotes from celebrities related to honesty. Several definitions of honesty are given. Then you should answer the questions. In the first task are written questions to test your honesty.</p> <p>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. There you should find out who is the liar.</p>
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	<p>The lesson will enrich your honesty knowledge. You will learn to differentiate terms like honesty, lie, truth. You will think about the consequences of insincerity and whether you are always honest.</p>

Honesty

- “Honesty is the fastest way to prevent a mistake from turning into a failure.”
James Altucher
- “The first step toward greatness is to be honest.” Proverb
- “No legacy is so rich as honesty.” William Shakespeare

**DON'T EXPECT
LOYALTY
WHEN YOU
CAN'T PROVIDE
HONESTY.**

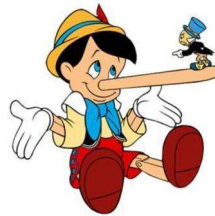
Definition of honesty:

1. To tell the truth and not to lie. We resort to lies most often in order to avoid punishment or the anger of someone, to get something we want or to impress someone. To be honest and to tell the truth when we are afraid of the consequences, we also need courage.
2. Keep the promises you make. Keeping promises is important because it builds trust between people.
3. Follow the rules of the game. Games are for us to have fun together. The only real winner can be the one who played honestly.
4. Seek the permission of others before using their belongings. When we want to look or use another person's belongings, it is important to ask for their permission.

Questions:



- Why do we most often tell lies?
- What are we afraid that might happen if we admit that we made a tumult?
- What kinds of things do we sometimes invent to impress others?
- What does the word promise mean?
- What promises have you made?
- Who is this character and with what is it famous?



Now try to be honest and answer these questions!

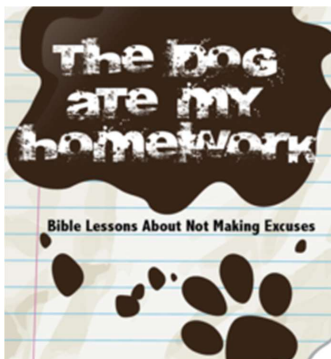
Have you ever...

1. lied about your age? _____
2. bullied someone? _____
3. taken anything from a school, store, restaurant or anywhere else without paying for it? _____
4. taken money from a family member without asking first? _____
5. broken or damaged someone else's property? _____
6. spread rumors about others? _____
7. taken something from someone's house without asking? _____
8. kept things that you borrow? _____
9. copied someone else's homework or class work? _____
10. told your parents you were going somewhere other than where you were? _____
11. blamed someone else or made an excuse when you made a mistake? _____
12. cheated on a test? _____

Was it hard for you to tell the truth?

Sometimes it's more important to be honest and face the consequences.




Bad things can happen if you lie. In these situations what bad could have happened?



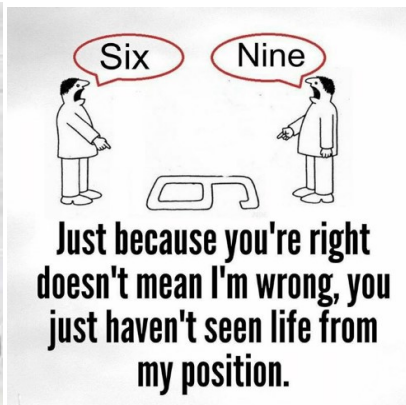
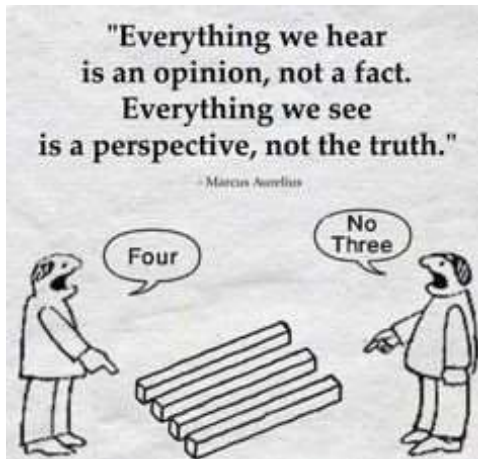
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The effects of honesty

If I am honest...	If I am not honest...
	
Others will feel:	Others will feel:
	
Others will think I am:	Others will think I am:
	
This is how others will treat me:	This is how others will treat me :

Discuss the pictures:



<3

Game:

Two Truths and a Lie

- Each person in the class gets a turn.
- When it is your turn, tell the class two things about yourself that are true and one thing that is untrue (this is your lie).
- Try not to tell both of your truths first and then the lie because that makes it easier to guess (see below for some more game strategies).
- Mix the order up each time it is your turn. Alternate between truth-truth-lie, truth-lie-truth and lie-truth-truth.
- Everyone in the group has an opportunity to try to guess which statement was the lie.
- Once everyone has guessed, the person will reveal what was true and what was false.
- If only one person was correct, that person can go next. Or, the person sitting closest to the last person can go next.
- This can go around as many times as you would like or just so everyone gets the chance to go once.



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STUDENT ACTIVITY BOOK

Watch this funny video –

Who is lying?

Test how attentive your brain is with a mix of 17 quiz questions and funny riddles.



<https://www.youtube.com/watch?v=MCilaPIRd2A>



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Habit - explanations

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.

1. Honesty is when you speak the truth and act truthfully.

What is honesty? Honesty means more than not lying. A more complete definition of honesty shows that an honest person doesn't do things that are morally wrong. If something you do is breaking the law or if you have to hide what you are doing because you'll get in trouble, you are probably not being honest. So honesty is about speaking and acting truthfully. Let's look at what each type of honesty is.

2. Honesty is about what you say

Honesty means you don't say things about people that aren't true. You are not being honest if you make up rumors about someone or if you share rumors someone else made up.

Being honest means you admit to your actions, even if you'll get in trouble. You are not being honest if you deny you did something wrong when you really did it.

Honesty means you explain how a situation really happened. You are not being honest if you say something happened one way when it really happened another way.

3. Honesty is also how you act

This part of the definition of honesty includes not hiding the truth (deceiving), not breaking rules to gain an advantage (cheating), and not taking something that isn't yours (stealing) and any other action that you would hide because it is against what you consider morally right.

	<p>4. Being honest with yourself</p> <hr/> <p>Another part of the definition of honesty is whether you treat yourself the same way. Being honest with yourself means you really know why you are acting in a certain way or whether what you tell yourself is true.</p> <p><i>You are not being honest with yourself if you are trying to convince yourself you didn't really do something wrong, or it wasn't that bad, even though you really did it.</i></p>
<p><i>A glossary of terms</i></p>	<p>Honesty</p> <ul style="list-style-type: none"> • only doing or saying things that are truthful and morally right. Honesty is built from positive attributes such as truthfulness, fairness, sincerity, trustworthiness, straightforwardness. • telling the truth (not lying) • acting in a way that is truthful and doesn't hide the truth (not deceiving) • only doing things that are morally right (not stealing or cheating) <p>Consciousness The voice in your head and feeling in your heart that tells you if something is right or wrong.</p> <p>Truthful How something really is or how it really happened.</p> <p>Morally right Behavior a society considers correct or "right". A society's moral code defines which actions and intentions are right and wrong</p> <p>"White lie" Lying might be necessary or good in some situations, to avoid hurting someone's feelings or to give them hope.</p>



<p><i>Basic instruments/ materials</i></p>	<p>Worksheet, text, video, paper, pen</p>
<p><i>Short instruction of the training sessions or the activities</i></p>	<p><u>Activity 1: What is Honesty?</u></p> <p>Define honesty (the definition in the dictionary) and give examples and synonyms, reflect on the value of honesty.</p> <p>At home: Analyze traits and actions of someone who has built a "good reputation". (Find one popular person, or member of your family).</p> <p><u>Activity 2: Text book</u></p> <p>You work in small groups with your classmates to identify and list which values are being addressed in a passage of one of the followings stories:</p> <p>Discuss the moral of the stories in terms of telling the truth.</p> <p><u>An Honest Kid, true story</u></p> <p>An Honest Kid 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 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>



'The boy who cried wolf'
Song by Passenger

Well, I am the boy who cried wolf
 And I know I've lied in the past
 But last night I saw his yellow eyes shining in the dark
 Yeah, I know I spun tales with his voice
 And I open my mouth too fast
 But last night I saw his footprints in the path
 Well, I could swim every sea from south pole to north
 But I know I'll only ever be the boy who cried wolf
 Well, I am the shepherd's only son
 And I know what a joke I've become
 I have an honest heart but I have lies on my tongue
 I don't know how it started or where it came from
 And you have no reason and I have no proof
 But this time I swear, I'm telling the truth
 I saw that old wolf, from tail to tooth
 And I know that he's hungry and he's coming down too
 Well, I could swim every sea from south pole to north
 And I could climb every tree and scale every course
 And I could share only the truth from this day forth
 But I know I'll only ever be the boy who cried wolf
 Oh, oh, I am the boy who cried wolf
 Oh, oh, I am the boy who cried
<https://www.youtube.com/watch?v=v81aY4JPFUo>

Honesty,

song by Billy Joel & lyrics

If you search for tenderness
 It isn't hard to find
 You can have the love you need to live
 But if you look for truthfulness
 You might just as well be blind
 It always seems to be so hard to give
 Honesty is such a lonely word
 Everyone is so untrue



Honesty is hardly ever heard
And mostly what I need from you
I can always find someone
To say they sympathize
If I wear my heart out on my sleeve
But I don't want some pretty face
To tell me pretty lies
All I want is someone to believe
Honesty is such a lonely word

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

Blood of a Mole,

Short story by Zdravka Eftimova

[Pdf](#)

[Truth And Honesty - YouTube,](#)

Aretha Franklin

I would like to see you play your cards
Reveal your hands and show your heart
Maybe we could get it back
With truth and honesty that's what we need to hold on
To the good stuff we believe in
Before we land up loose and sad and free
Before we find that it's gone
We could pull it back together, truth and honesty
Open up your hands, show me your heart
Let's stay up till dawn and talk it out

Oh, truth and honesty that is what we need to hold on
To the good stuff we believe in
Before we land up loose, sad and free
Before we find out all that is gone
We could pull it back together with truth and honesty, oh
Open up your hands, show me your heart
Truth and honesty, oh, that's what we need to hold on
To the good stuff we believe in



	<p>Activity 3</p> <p>Discuss in groups the following scenario: <i>A child buys a drink and notices that the shopkeeper accidentally gave them too much change. Their parent is present, but is distracted.</i></p> <p>Each group decides what is to happen and acts out what the child did.</p> <p><i>Do they tell the shopkeeper and give the money back? Do they take the money and not tell anyone? Do they tell their parent?</i></p> <p>Think about:</p> <ul style="list-style-type: none"> • 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? <p>Activity 4: Writing</p> <p>Watch the video in class Write about how the common good is a motivation for making honest choices.</p>
<p><i>“a bag of tricks”</i></p>	<p>Honesty means more than not lying. A more complete definition of honesty shows that an honest person doesn't do things that are morally wrong. So honesty is about speaking and acting truthfully.</p> <p>Honesty means you don't say things about people that aren't true.</p> <p>Being honest with yourself means you really know why you are acting in a certain way or whether what you tell yourself is true.</p>





STUDENT ACTIVITY BOOK

Worksheet 1

Activity 1: What is Honesty?

Define honesty (the definition in the dictionary) and give examples and synonyms, reflect on the value of honesty.

At home: Analyze traits and actions of someone who has built a “good reputation”. (Find one popular person, or member of your family).

Activity 2: Text book

You work in small groups with your classmates to identify and list which values are being addressed in a passage of one of the followings stories:

Discuss the moral of the stories in terms of telling the truth.

An Honest Kid, true story

An Honest Kid 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 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.



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STUDENT ACTIVITY BOOK

'The boy who cried wolf'

Song by Passenger

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Yeah, I know I spun tales with his voice
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Well, I could swim every sea from south pole to north
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Well, I am the shepherd's only son
And I know what a joke I've become
I have an honest heart but I have lies on my tongue
I don't know how it started or where it came from
And you have no reason and I have no proof
But this time I swear, I'm telling the truth
I saw that old wolf, from tail to tooth
And I know that he's hungry and he's coming down too

Well, I could swim every sea from south pole to north
And I could climb every tree and scale every course
And I could share only the truth from this day forth
But I know I'll only ever be the boy who cried wolf

Oh, oh, I am the boy who cried wolf
Oh, oh, I am the boy who cried

<https://www.youtube.com/watch?v=v81aY4JPFUo>

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STUDENT ACTIVITY BOOK

Honesty is such a lonely word
Everyone is so untrue
Honesty is hardly ever heard
And mostly what I need from you
I can always find someone
To say they sympathize
If I wear my heart out on my sleeve
But I don't want some pretty face
To tell me pretty lies
All I want is someone to believe
Honesty is such a lonely word

<https://www.youtube.com/watch?v=5Hyc4TIEQHw>

Truth And Honesty - YouTube 4:13 min. Aretha Franklin

I would like to see you play your cards
Reveal your hands and show your heart
Maybe we could get it back
With truth and honesty that's what we need to hold on
To the good stuff we believe in
Before we land up loose and sad and free
Before we find that it's gone
We could pull it back together, truth and honesty
Open up your hands, show me your heart
Let's stay up till dawn and talk it out
Oh, truth and honesty that is what we need to hold on
To the good stuff we believe in
Before we land up loose, sad and free
Before we find out all that is gone
We could pull it back together with truth and honesty, oh
Open up your hands, show me your heart



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STUDENT ACTIVITY BOOK

Truth and honesty, oh, that's what we need to hold on
To the good stuff we believe in

Blood of a Mole,

Short story by Zdravka Eftimova

[Pdf](#)

Activity 3

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?

Think about:

- 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

Watch the video in class

Write about how the common good is a motivation for making honest choices.



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STUDENT ACTIVITY BOOK

Honesty

AGE GROUP 16 – 19

<i>Habit - explanation</i>	<p>Think about the heritage of the different civilizations</p> <p>Realize the common culture of human beings</p> <p>To be open minded</p>
<i>A glossary of terms</i>	Heritage – cultural transfer – international culture – science base and knowledge – intercultural exchange – tolerance
<i>Basic instruments/ materials</i>	<p>Images and photos</p> <p>Web investigations</p>
<i>Short instruction of the training sessions or the activities</i>	<p>Students have to be in little groups</p> <p>Choose a subject and answer to the questions</p> <p>For the pyramid document: investigate about the human being brain + the basis element in architecture. There is two scientific explanations.</p>
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	In order to progress in your research, apply some examples regarding your own country (sport, publicity, communication...)



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Student worksheet

HONESTY – TO BE OPEN MINDED

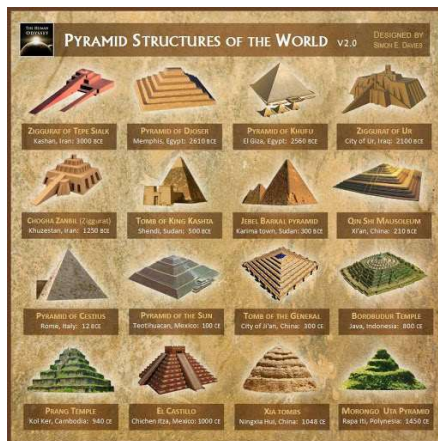
Multidisciplinary work: science/history/philosophy/L1/geography

1. ARCHITECTURE

1st document

Questions:

- A – Place the pyramids in the document below on a geography map.
- B – Why do you think the pyramid is such a repeated architectural model?
- C – What does this repetition of this triangular structure on civilizations indicate?



2nd document

These pyramidal architectural structures belong to the 20th century.

- In which projects do these pyramids fit? Observe their function and the geographical variety of their location.
- Look for the symbol of the number 3 and the triangle.
- What do you deduce from the psychic structure or brain of human beings?



Pyramide du Louvre. 1989
Paris, France.
Sino-American architect:
Leoh Ming Pei



Pyramid house 2013
Mexico
Los Azures



Mexican architect:
Juan Carlos



Palace of Peace and Reconciliation, 2006.
Nur-Sultan, Kazakhstan. British architect: Norman
Foster.



Transamerica ; 1972. San Francisco, USA.
American architect: William Pereira

Summary



2. MEDIAS and COMMUNICATION

Document 3

- give each image a title. What is the iconography that makes you think most? Justify.
- Find another campaign against racism in your country.

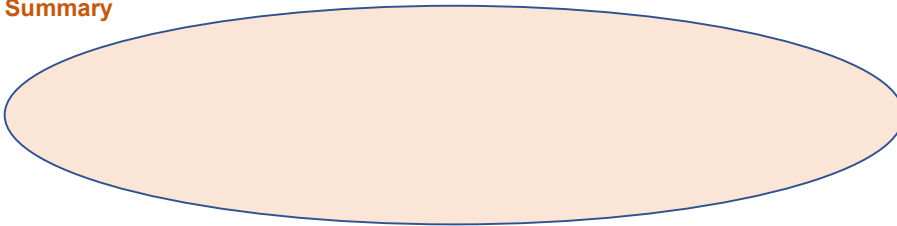


Press



Communication advertising campaign brand Benetton

Summary

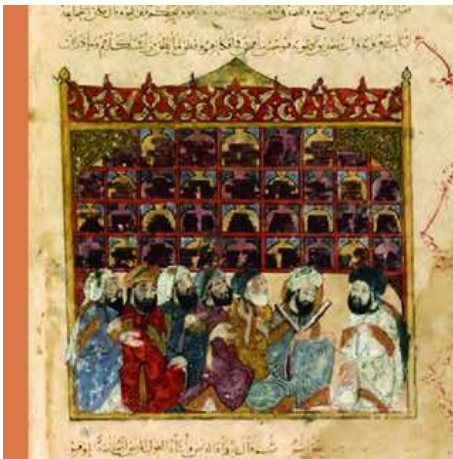
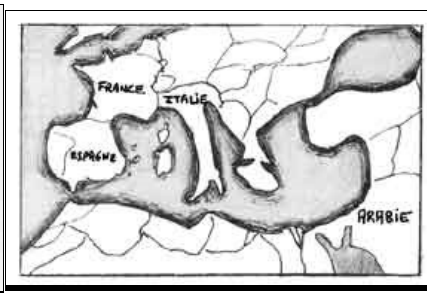


3. SCIENCE

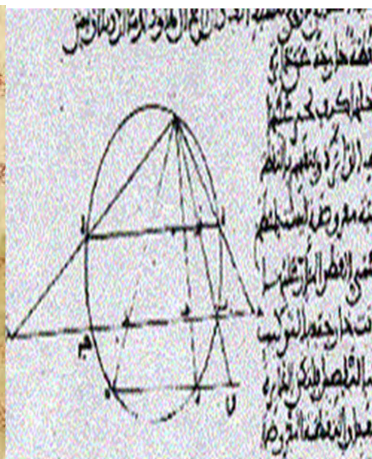
- What do these historical documents tell us about the legacy of mathematics for the Western world?



1 = 1	4 = 4	7 = 7
2 = 2	5 = 5	8 = 8
3 = 3	6 = 6	9 = 9



Scholars in an Abbasid library



Arabic science writing



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➤ Summary



The film: what is the subject of this film? Who is Nelson Mandela? What inspires you its political trajectory and its successes to connect its people?

Football: do you know the names of the players on this team? In your country, there are also mixed teams that, together, perform exploits.

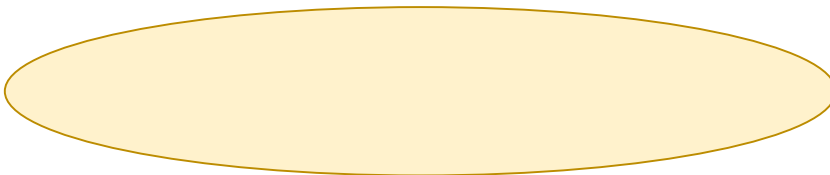


Cinematographic work by Clint Eastwood
- 2009



«black-blanc-beur»: formula to designate the football team of France

Summary



Habit/ brief explanations	<ul style="list-style-type: none"> - Observe external signs of differences. - Raise questions about the differences that exist between people. - Reflect on whether differences between people cause difficulties in the relationships that are established between everyone. - Explore the concept of Diversity and Inclusion. - Consider and respect differences between people.
A glossary of terms	Differences - Diversity - Respect - Friendship - Inclusion - Mutual Help - Altruism - Sharing - Citizenship
Basic instruments/ materials	Pencil or pen Eraser Coloured pencils Worksheet
Breve instrução das sessões ou atividades	<p>1st Dynamic: "It makes all the difference!"</p> <p>1. Follow the teacher's instructions, moving according to the proposed criteria. Reflect on the attributes used (hair and skin colour) in the dynamic and discuss the concept of diversity.</p> <p>2nd Dynamic: "I grasp the difference".</p> <p>" Observe the differences between themselves and others. " Make the following proposals on the distributed sheet of paper:</p> <ul style="list-style-type: none"> - Outline the hand in pencil or pen, alone or with support from a classmate and/or teacher; - Look at your classmates. On each finger, draw a classmate of your choice. Don't forget to highlight some of his/her attributes (colour and size of the hair, the colour of eyes, the colour of skin, if he/she wears glasses, etc.); - Reflect on the differences between themselves and the classmates they have drawn; - Complete the sentence "A handful of..." with words that help combat differences in relationships between people.
Useful pieces of advice and suggestions for the students	When we recognise differences and respect them, it is possible to build richer and more inclusive relationships.


Fichas de trabalho/ exercícios/ atividades






STUDENT ACTIVITY BOOK

Dynamic: *We are equal and different*

 Contour your hand.

 Draw five of your classmates on each finger.

A Handfull of...



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STUDENT ACTIVITY BOOK

Are these five colleagues of yours the same as each other? What's different about you? Is it their hair? Or the colour of their eyes? Or their favourite game? Or the colour of their skin? Or the way they talk? Or the people they live with?

☺ Write some of those differences:

♥ Think of words that help to combat difference in relationships between people. Complete the sentence "A handful of...".



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Equity

STUDENT ACTIVITY BOOK

AGE GROUP 10 – 14

<i>Habit brief explanations</i>	Equity - Promoting equal opportunities for group members, considering the differences between people.
<i>A glossary of terms</i>	
<i>Basic instruments/ materials</i>	Boxes and personal objects (three objects per student)
<i>Short instruction of the training sessions or the activities</i>	<p>1st The students bring to class three objects that describe them and aspects of their social identity, and put them in an individual box;</p> <p>2nd The teacher shares his/her own box first;</p> <p>3rd Students prepare the activity and present their boxes and objects (3 to 5 minutes)</p> <p>4th After all presentations are finished, they make a joint reflection with the class. The goal is to learn something new about their classmates or themselves and to reflect on their social identities.</p>
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	Students can decorate the outside of their boxes/trunks with pictures that describe how they believe others see them.

Worksheet / exercises....

1st Bring to class three objects that describe you and aspects of your social identity and put them in a box;

2nd Listen to your teacher's sharing;

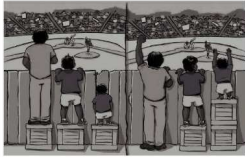
3rd Prepare the activity and present your box and objects (3 to 5 minutes);

4th After finishing all the presentations, reflect on what you have learned about your classmates and yourself (what makes you unique, different from all the others).



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Habit- brief explanations	Equity is the ability of giving each individual what he/she deserves, not in terms of theoretical justice or equality but taking into account his/her specific needs, backgrounds and situations.
A glossary of terms	Equity Balance Correctness
Basic instruments/ materials	White board – scotch tape – paper
Short instruction of the training sessions or the activities	<p>Stage 1: the teacher asks the students to give a definition of the word 'equity' with a synonym, a periphrasis or a circumlocution</p> <p>Stage 2: collective discussion: what is equity? Two options: 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> <p>Stage 3: The teacher engages students with new questions, in order to add new issues and some extra food for thought. 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>Stage 4: discussion about a drawing (see below)</p>
“a bag of tricks” useful pieces of advice and suggestions for the students	<p style="text-align: center;">EQUITY IS</p> 

Habit- brief explanations	Equity is the ability of giving each individual what he/she deserves, not in terms of theoretical justice or equality but taking into account his/her specific needs, backgrounds and situations.
A glossary of terms	Equity: social justice Meritocracy: selecting and evaluating according to merit
Basic instruments/ materials	White board two fictional but realistic resumes two fictional but realistic biographies
Short instruction of the training sessions or the activities	Stage 1: Discussion about two questions: 1 what does the word “meritocracy” mean? 2 is meritocracy a form of equity? Stage 2: The teacher asks the groups to act like a staff selection committee for a big company. They have to compare two resumes. At the end, they have to choose the best candidate according to meritocracy Stage 3: 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 Stage 4: The teacher asks the students the same question of stage 1: is meritocracy a form of equity?
“a bag of tricks” useful pieces of advice and suggestions for the students	The two resumes, fictitious but realistic, should be slightly different and no information should be given about the background of the two people 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.



Respect

STUDENT ACTIVITY BOOK

AGE GROUP 6 – 10

Habit- brief explanations	<p>RESPECT - to work effectively in diverse teams</p> <p>Definition:</p> <ul style="list-style-type: none"> • to hold someone or something in esteem • accepting personal differences • accepting social rules and roles • treating others courteously • treating others, the way you would like to be treated
A glossary of terms	<p>Related Terms</p> <p>synonyms: admire, high opinion, honor, revere, esteem, appreciation</p> <p>antonyms: scorn, ridicule, disrespect, disregard, mock, tease, make fun of</p> <p>Words you need: 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</p>
Basic instruments/ materials	Students' notebook (pen & paper)
Short instruction of the training sessions or the activities	<p>HOW DOES RESPECT SOUND? (write, speak, take notes)</p> <p>Pre-activity as homework</p> <ul style="list-style-type: none"> • Students are invited to reflect on language and write respectful words, phrases, sentences we often use. Examples are given - hello, good morning, how are you, I'm sorry etc., <p>Activity as homework correction</p> <ul style="list-style-type: none"> • The teacher asks SS what they have written on their notebook. • SS speak one by one. • SS take notes and complete the activity.



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STUDENT ACTIVITY BOOK

“a bag of tricks”
useful pieces of advice
and suggestions for
the students

Write a portfolio on respect.



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Respect

STUDENT ACTIVITY BOOK

AGE GROUP 10 – 14

Habit- brief explanations	<p>RESPECT - to work effectively in diverse teams</p> <p>Definition:</p> <ul style="list-style-type: none"> • to hold someone or something in esteem • accepting personal differences • accepting social rules and roles • treating others courteously • treating others, the way you would like to be treated
A glossary of terms	Being polite; disrespectful; insult; embarrass; accomplishments; to harass or mistreat; Open-mindedness
Basic instruments/ materials	Printed flashcards or slips of papers provided by the teacher
Short instruction of the training sessions or the activities	<p>RESPECT vs DISRESPECT (role-play)</p> <ul style="list-style-type: none"> • The teacher provides SS with printed flashcards which present situations dealing with respect or lack of respect. • A couple of students must act out the situation. • Then, the class will try to guess what the situation was.





STUDENT ACTIVITY BOOK

Worksheet / exercises....

RESPECT vs DISRESPECT (role-play)

In pair, use the following suggestions and act out one of the situations dealing with respect or disrespect. The class will try to guess what the situation is.

- 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.
- 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.



Respect

AGE GROUP 14 – 16

<i>Habit- brief explanations</i>	<p>RESPECT - to work effectively in diverse teams</p> <p>Definitions:</p> <ul style="list-style-type: none"> • to hold someone or something in esteem • accepting personal differences • accepting social rules and roles • treating others courteously • treating others the way you would like to be treated
<i>A glossary of terms</i>	<p>Related Terms</p> <p>synonyms: admire, high opinion, honour, revere, esteem, appreciation</p> <p>antonyms: scorn, ridicule, disrespect, disregard, mock, tease, make fun of</p> <p>words you need: quotation; require; basic vs. base; man vs. men; woman vs. women; human rights; mankind; black people; people of colour; Afro-American; respectful; inequality and social injustice; anthem; female empowerment; social struggles; demanding</p>
<i>Basic instruments/ materials</i>	<p>Multi-media Interactive Whiteboard</p> <p>a laptop/a smart phone with web connection</p> <p>Google Classroom</p>
<i>Short instruction of the training sessions or the activities</i>	<p>1st activity: READ THE QUOTATION, SPEAK, 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 through Questions and Answers. • Students are asked to do research online in order to get information about Aretha Franklin as well as the song “Respect”.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	<p>Nothing offensive in asking what is the polite way to speak about people</p>



STUDENT ACTIVITY BOOK

Worksheet / exercises....

1st activity: READ THE FOLLOWING QUOTATION, SPEAK, DO RESEARCH



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

–Aretha Franklin



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**HABITS
FOR
SUCCESS**

Respect

STUDENT ACTIVITY BOOK

AGE GROUP 16 – 19

<i>Habit- brief explanations</i>	<p>RESPECT - to work effectively in diverse teams</p> <p>Definition:</p> <ul style="list-style-type: none"> • to hold someone or something in esteem • accepting personal differences • accepting social rules and roles • treating others courteously • treating others, the way you would like to be treated
<i>A glossary of terms</i>	<ul style="list-style-type: none"> • Places and rules. • People's roles, opinions, culture, traditions, feelings; • Human and civil rights; • The environment; the planet Earth; • Animals; • Things.
<i>Basic instruments/ materials</i>	<ul style="list-style-type: none"> • Pen & paper, and a whiteboard/blackboard • or any device with web connection and a virtual class
<i>Short instruction of the training sessions or the activities</i>	<p>BRAINSTORMING (discussion + mind map)</p> <ul style="list-style-type: none"> • Through a series of questions provided by the teacher, SS speak and try to define the meaning of respect. • Students' answers are selected and grouped in a mind map.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	<ul style="list-style-type: none"> • Activity can help you write a portfolio on respect. • Students can focus on their personal experiences to carry out the task.



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Integrity

STUDENT ACTIVITY BOOK

AGE GROUP 6 – 10

<i>Habit- INTEGRITY</i>	It is big challenge for children to behave proper during the online learning. You must know the rules by online teaching and act properly
<i>A glossary of terms</i>	key words, terminology Integrity, respect, rules, good behavior, following rules
<i>Basic instruments/ materials</i> Online resources	Game: Right or Wrong
<i>Short instruction of the training sessions or the activities</i>	<ol style="list-style-type: none"> 1. The teacher shows the poster (PPT presentation) 2. Discuss every pictogram on the slides. 3. Divide in two groups. The first group receives cards with images showing different behavior during online lesson and the second group receives signs YES/ RIGHT or NO / WRONG. 4. The children (1st group) one by one show a card and the children from the other group one by one respond showing a sign YES or NO. 5. Swap the cards/ the signs and play again. 6. Discuss the answers and make some conclusions.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	<p>The rules have to be kept.</p> <p>Cards and signs</p> <p>PPT</p>  <p>12 habits for success – Integrity -</p>



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12 HABITS FOR SUCCESS – INTEGRITY

USE ICT ACCURATELY, ETHICALLY AND LEGALLY

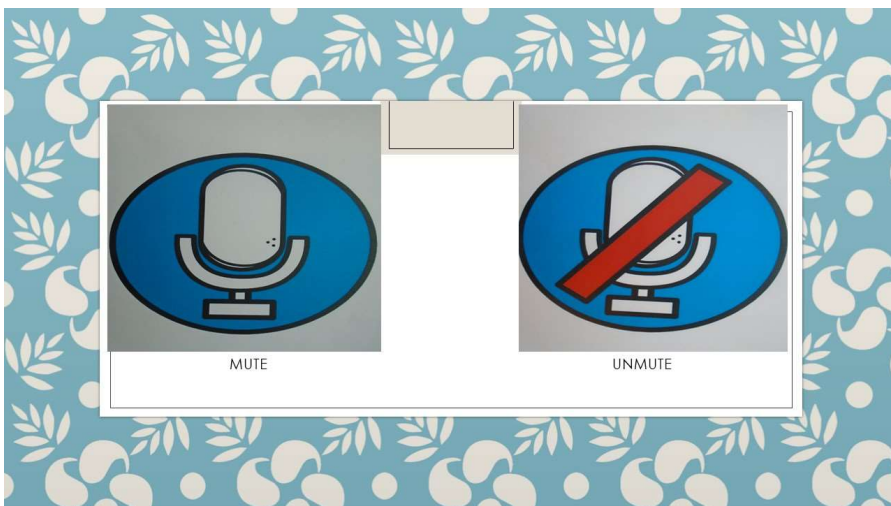
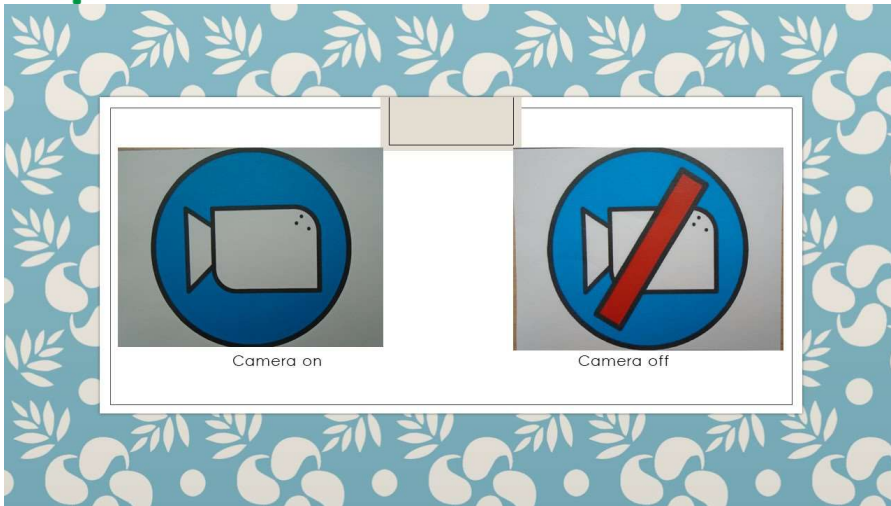
GOLDEN RULES BY ONLINETEACHING

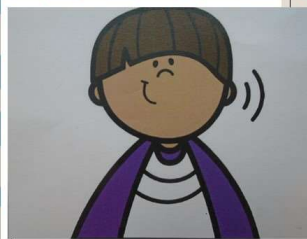
EEB4-Integrity-1 age group

Virtual Classroom Rules

 Be on time.	 Act like you're at school.	 Sit in 1 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!







LISTEN



Raise your hand



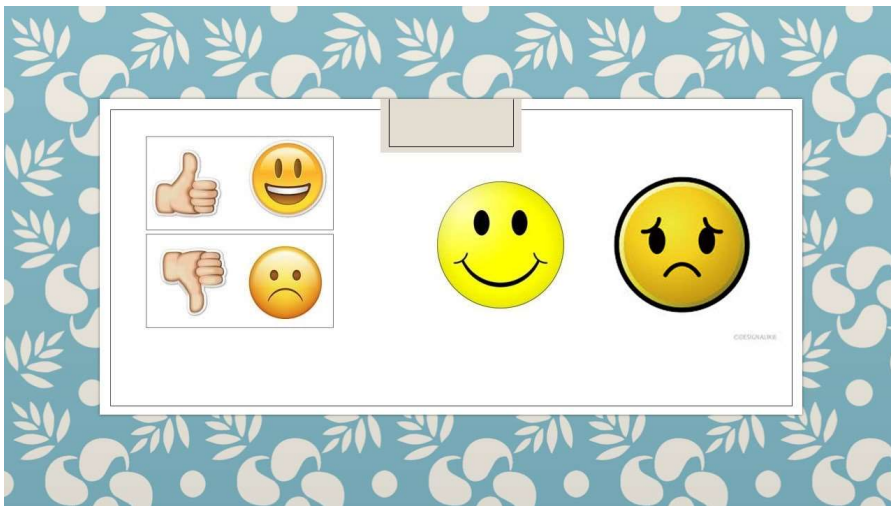
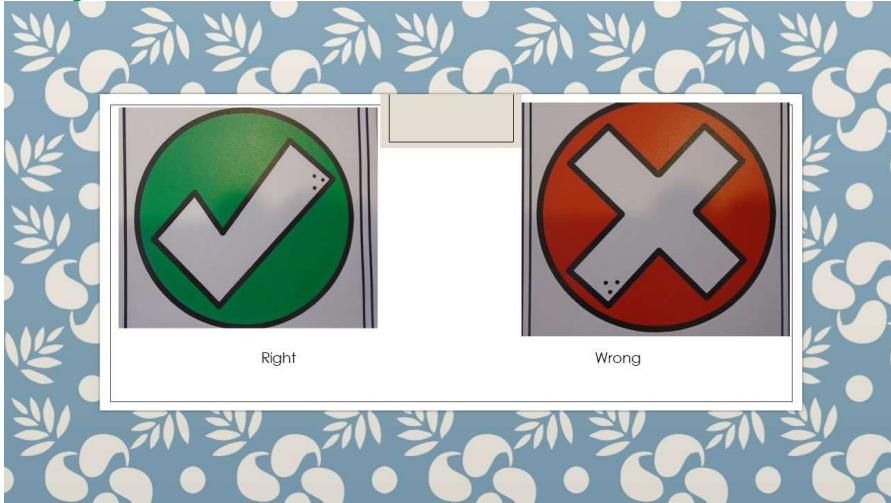
Show your work



Do not play during the lesson










Integrity

STUDENT ACTIVITY BOOK

AGE GROUP 10 – 14

<i>Habit- INTEGRITY</i>	You will learn what integrity is and how it affects other people. Through many videos and photos, you 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>A glossary of terms</i>	key words, terminology Honesty, kindness, doing the right thing, justice, compassion
<i>Basic instruments/ materials</i> Online resources	Presentation Video materials Pictures
<i>Short instruction of the training sessions or the activities</i>	1. Discuss the situations on the PPT slides  12 habits for success - Integrity - 2. Watch the videos illustrating the topic 3. Discussion of situations shown on the pictures
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	Integrity is doing the right thing even if no one is watching. Always choose kindness.



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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-P1yH7M>



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=DKhIagGBT4M>



- 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/conteen-buying.html>





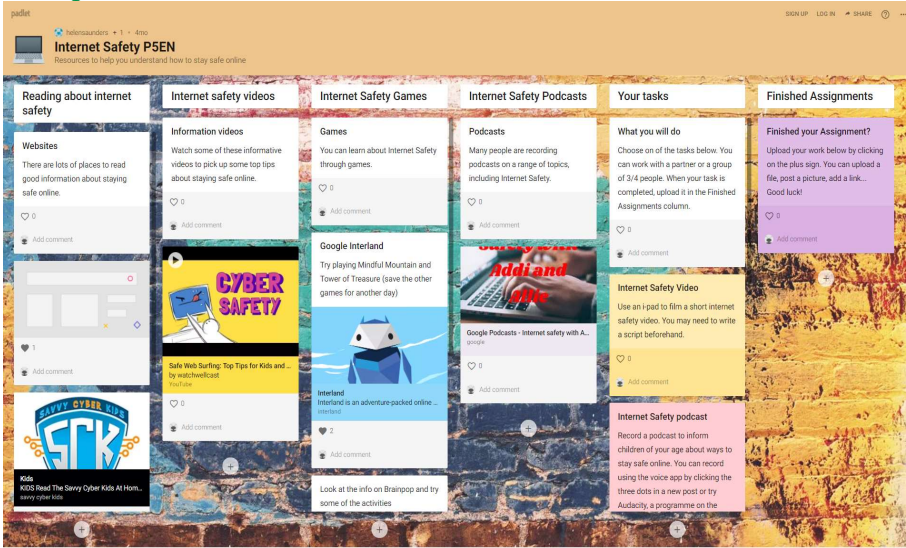
Integrity

STUDENT ACTIVITY BOOK

AGE GROUP 14 – 16

<i>Habit- INTEGRITY</i>	Integrity - to use ICT accurately, ethically, and safely Exploring Internet safety, independently and in groups. Children will use Padlet to pre-load and their own choice of apps or programmes to share their learning.
<i>A glossary of terms</i>	Padlet: An app where you can save links to be viewed during the lesson.
<i>Basic instruments/ materials</i> Online resources	Padlet with links to various Internet Safety resources: webpages, you tube videos, online games, podcasts, etc. Access to Microsoft Teams to share the Padlet: Sample padlet: Internet Safety Laptops I-pads Microsoft Forms reflection tool/rubric
<i>Short instruction of the training sessions or the activities</i>	<ol style="list-style-type: none"> 1. Children to view resources via the Padlet tool. 2. Children to work in groups to formulate and create a set of rules for safe use of the internet. 3. Children view and evaluate each others' work.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	Encourage the children to share any new links with the teacher that can be added to the Padlet resource. Encourage the students to create their set of internet safety rules using tools, apps and methods they already know.





Internet Safety P5EN
Resources to help you understand how to stay safe online

Reading about internet safety
Websites
There are lots of places to read good information about staying safe online.

Internet safety videos
Information videos
Watch some of these informative videos to pick up some top tips about staying safe online.

Internet Safety Games
Games
You can learn about Internet Safety through games.

Internet Safety Podcasts
Podcasts
Many people are recording podcasts on a range of topics, including Internet Safety.

Your tasks
What you will do
Choose one of the tasks below. You can work with a partner or a group of 3-4 people. When your task is completed, upload it in the Finished Assignments column.

Finished Assignments
Finished your Assignment?
Upload your work below by clicking on the plus sign. You can upload a file, post a picture, add a link... Good luck!

Activities shown in the screenshot:

- Webpages:** Websites, Safe Web Surfing: Top Tips for Kids and by watchwebcast software, SAVVY CYBER DISK, Kids Read The Savvy Cyber Kids At Home.
- Information videos:** CYBER SAFETY, Safe Web Surfing: Top Tips for Kids and by watchwebcast software.
- Games:** Google Interland, Interland.
- Podcasts:** Google Podcasts - internet safety with A...
- Tasks:** Internet Safety Video, Internet Safety podcast.





Integrity

STUDENT ACTIVITY BOOK

AGE GROUP 16 – 19

<p><i>Habit- brief explanations</i></p>	<p>Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions. 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>A glossary of terms</i></p>	<p>Integrity, uprightness, honor, good character, morality, nobility, high-mindedness, virtue, decency, fairness, sincerity, truthfulness, trustworthiness, wholeness, solidarity</p>
<p><i>Basic instruments/ materials</i></p>	<p>Laptops, I-pads, Internet connection 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) , Creative work - Linolt - Honor code BookCreator or MS Sway– poem, story, OnlineMovieMaker- video, film, song, Paint.net – drawing, painting Links to various resources: Child focus- teenagers; Child focus- right choice</p>
<p><i>Short instruction of the training sessions or the activities</i></p>	<p>Work in online lessons – Class/Group MS Teams meetings</p> <p><u>Lesson 1</u> 1. Create an e-mind map - Popplet – Integrity mind map Break into 5-6 small groups (MS Teams) and brainstorm 4-5 definitions (synonyms)/qualities of personal integrity by asking yourselves the question: What does the word “integrity” mean to you? Bring the class back together and have groups share the results. Work together and create the shared e-mind map (the most relevant and important definitions will be written in the red boxes). 2. Give example of each of your suggestion related to using ICT and Internet</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.

4. Discuss and write your own definition of the habit Integrity: What does the word “integrity” mean to you? Know the meaning of the word.

Lesson 2

1. Comment on the quotes from celebrities related to integrity. Choose between 2 to 5 quotes from the suggested ones:

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.

Brené Brown

I BELIEVE THAT EVERY RIGHT IMPLIES A RESPONSIBILITY; EVERY OPPORTUNITY, AN OBLIGATION; EVERY POSSESSION, A DUTY.

John D. Rockefeller Jr.

INTEGRITY HAS NO NEED OF RULES.

Albert Camus

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-ESTEEM. WORRY MORE ABOUT YOUR CHARACTER. INTEGRITY IS ITS OWN REWARD.

Laura Schlessinger

INTEGRITY IS TELLING MYSELF THE TRUTH. AND HONESTY IS TELLING THE TRUTH TO OTHER PEOPLE.

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 situation)

Break the class into 6 small groups (MS Teams) and provide varying scenarios for discussion. Cover topics like unethical/ ethical behavior.

Write and insert below of 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**

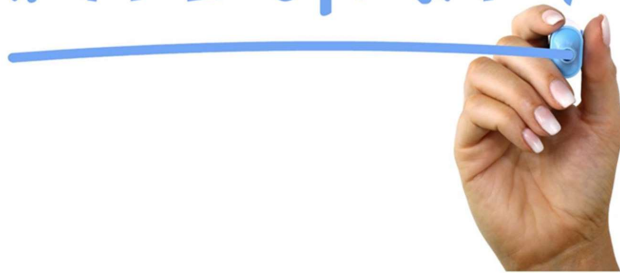
Ask the class to use the information to develop an honor code on the [Linolt](#) board that outlines behavioral rules for the (online) classroom. Involve students in developing standards for classroom behavior that is rooted in integrity.

❖ **Create/write poems, acrostic, stories on the habit integrity by using [BookCreator](#) or [MS Sway](#)**



	<ul style="list-style-type: none"> ❖ Create a role-play, a short film/video presenting situations 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 <p>2. Present the results and make a conclusion/ an overview with the whole class.</p>
<p><i>“a bag of tricks” useful pieces of advice and suggestions for the students</i></p>	<p>Synonyms of integrity: kindness, honesty, uprightness, honor, good character, morality, nobility, high-mindedness, virtue, decency, fairness, sincerity, truthfulness, trustworthiness, wholeness, solidarity Internet research of examples</p>

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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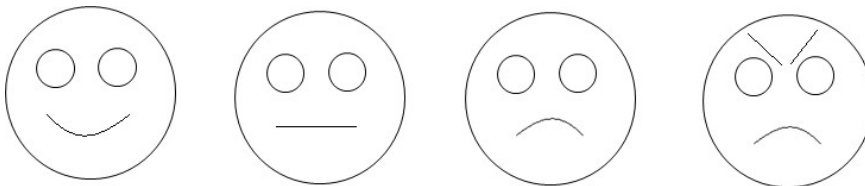
Self-control

AGE GROUP 6 – 10

<i>Habit- brief explanations</i>	Control of your own feelings
<i>A glossary of terms</i>	---
<i>Basic instruments/ materials</i>	pen/pencil and colour pencils
<i>Short instruction of the training sessions or the activities</i>	Listen carefully the story, which your teacher will tell you: „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.“ After that circle or draw the face, which is the correct answer of the question. Then do 2 exercise and write 2 sentences by the task of your teacher. After that do the crossword in 3 exercise.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	Find out who the main character is and put yourself in his place.

Worksheet / exercises....

1.Circle the face, whose emotion Karl expresses.



Self-control

AGE GROUP 10 – 14

<i>Listen the habit's brief explanation.</i>	Self-control may seem simple, but it's really a complex skill. In fact, it's part of a group of skills that allow us to manage our thoughts, actions, and emotions so we can get things done. Imagine being at someone's house for dinner and you are very thirsty. You could lean across the table and grab the bottle of water before anyone else can get it. Or you could wait a minute and ask someone to pass it.
<i>A glossary of terms</i>	Discipline
<i>Basic instruments/ materials Основни</i>	A piece of paper and a pen
<i>Short instruction of the training sessions or the activities</i>	Discuss in small groups and try to write answers of three questions. Make a group choice for the answers. How do you define "self-control"? What does it look like when someone has self-control? How does self-control help you avoid and overcome temptation? Have you ever regretted your actions after you didn't demonstrate self-control? What would you say to help someone else avoid the choices you made in those situations? What is the craziest thing you've ever seen someone do when they had no self-control?
<i>"a bag of tricks" useful pieces of advice and suggestions for the students</i>	



STUDENT ACTIVITY BOOK

Self-control

AGE GROUP 14 – 16

<i>Habit- brief explanation Write on the right the definition of the term</i>	
<i>A glossary of terms</i>	-
<i>Basic instruments/ ma- terials</i>	A piece of paper and a pen
<i>Short instruction of the training sessions or the activities</i>	Each group has 5 minutes to comment on the situation - on their own. Then they have present their views on it to the rest of the lesson. After the last presentation, each of the student can express an opinion on the situation of another group.
<i>“a bag of tricks” useful pieces of advice and suggestions for the students</i>	Listen carefully and try to understand each situation. Take notes. After the last presentation you can ask questions and/or express an opinion to start a discussion.

Worksheet / exercises....

Situation Nr.1
<i>WINTER OLIMPIC GAMES – BIATHLON RACE – START 15km</i>
Write your questions and comments here:



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STUDENT ACTIVITY BOOK

Situation Nr.2
<i>FIFA WORLD CUP FINAL</i>
Write your questions and comments here:

Situation Nr.3
<i>TENNIS – WIMBLEDON MATCH</i>
Write your questions and comments here:

Situation Nr.4
<i>AT HOME</i>
Write your questions and comments here:



Self-control

AGE GROUP 16 – 19

<p><i>Habit- brief explanations</i></p>	<p>People use a variety of terms for self-control, including discipline, determination, grit, willpower, and fortitude.</p> <p>Psychologists typically define self-control as:</p> <ul style="list-style-type: none"> • The ability to control behaviors in order to avoid temptations and to achieve goals • The ability to delay gratification and resist unwanted behaviors or urges • A limited resource that can be depleted <p><i>/Willems YE, Boesen N, Li J, Finkenauer C, Bartels M. <u>The heritability of self-control: A meta-analysis</u>. <i>Neurosci Biobehav Rev.</i> 2019;100:324-334. doi:10.1016/j.neubio-rev.2019.02.012/</i></p>
<p><i>A glossary of terms Discuss in pairs the meaning of the terms. Do you agree with the explanation?</i></p>	<p>DISCIPLINE - Discipline is derived from the Latin word "Discipulus" which means to learn. It is the same root from which the word disciple is taken. Literally, discipline is a mode of life in accordance with certain rules and regulations. It is a sort of self-control reflected in public actions. This control is not forced upon the individual. It flows out from within. Hence, discipline is spontaneous and not a mere submission to authority in an obedient manner. - Essay on Discipline: Definition, Concept, Components and Principles Article shared by: Diksha Kashyap https://www.yourarticlelibrary.com/</p> <p>FORTITUDE - mental and emotional strength in facing difficulty, adversity, danger, or temptation courageously - https://www.dictionary.com/</p> <p>STRESS - is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure). Stress can initiate the "fight or flight" response, a complex reaction of neurologic and endocrinologic systems. https://www.medicinenet.com/</p> <p>SELF-CONTROL - is the ability to not <u>show</u> your feelings or not do the things that your feelings make you <u>want</u> to do. https://www.collinsdictionary.com/</p>

<i>Basic instruments/ materials</i>	A pen and an "EXIT TICKET"
<i>Short instruction of the training sessions or the activities</i>	<p>For the actors – enter the role and act like yourself. Don't ask for advice. Your first reactions are very important for the audience.</p> <p>For the audience – watch the play and try to put yourself in the actors' shoes. When you hear/see something incorrect in actors reactions – write it down in the "EXIT TICKET".</p> <p>On the row "STOP" – mark the "incorrect reaction" according to you.</p> <p>On the row "THINK" – Suggest other possible reactions.</p> <p>On the row "ACT" – write the explanation of one possible reaction.</p> <p>On the row "REFLECT" – write possible exit including your suggestions and new reaction.</p>
<i>"a bag of tricks" useful pieces of advice and suggestions for the students</i>	<p>PRESS THE BUTTON AND BECOME A SCHOOL STAR</p> <p>Emotions come on quickly and sometimes we don't have enough time to think before the following action. Sometimes our reactions can hurt. In this situation is important to learn, how to stop on time and to take a minute to think. Our emotions are designed to protect us in a threatful situation. Every day we have many stressful situations and we can learn strategies to keep our emotions and make good decisions not driven by emotions. In this stressful situation, you must be in control – SELF-CONTROL.</p>

Worksheet / exercises....

Работен лист/ упражнения

EXIT TICKET Nr.1	MY 17 th BIRTHDAY
STOP	
THINK	
ACT	
REFLECT	



STUDENT ACTIVITY BOOK

EXIT TICKET Nr.2	THE IDENTITY
STOP	
THINK	
ACT	
REFLECT	

EXIT TICKET Nr.3	THE EXCURSION
STOP	
THINK	
ACT	
REFLECT	

EXIT TICKET Nr.3	THE MARKS
STOP	
THINK	
ACT	
REFLECT	



Creation of silkworms

Guideline

What about creating your silkworms until you get the cocoon?

This activity requires patience: Patience to care and patience to wait!

Following this guideline steps, you will learn that being patient and knowing how to wait brings wonderful surprises.

1st Stage - From egg to hatching (about 12/14 days)

- Place the eggs in a cardboard box
- Count the eggs and check the color. Register.
- Observe the embryos inside the eggs (uses a microscope).
- Register.
- Observe the birth of the pets (you can use the magnifying glass to see details).

2nd Stage - Silkworm growth (about 30 days)

- You must feed the animals, daily, with mulberry leaves and keep the box clean.
- Remove the silkworms from the box, one by one.
- Clean the box, put the mulberry leaves and put the pets back (this activity requires care and a lot of patience)
- During their growth, the pets go through four skin seedlings, which define their five ages.

You must follow this process and make records for each age. **W3_silkworm page journal**

- 1st age - from hatching to 5 days / 1st seedling - Record the date / photograph.
- 2nd age - from 6th to 9th day / 2nd moth - Records date / photograph.
- 3rd age - from 10th to 15th day / 3rd seedling - Record date and photograph.
- 4th age - from the 16th to the 20th day / 4th moth - Record date and photograph.
- 5th age - from the 21st to the 30th day - Record date and photograph.



3rd Stage - Production of the cocoon (about 15 days)

The silkworms look for a corner inside the box to make the cocoon.

- Record the start date of the cocoon construction and photograph.
- Observe the patience / calmness with which the animals build the cocoon.
- 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. Mating and laying eggs.

- Records the date of departure of the butterflies. Draws / photographs.
- It counts the number of eggs in each laying.
- The butterfly dies and next Spring these eggs hatch and the cycle is repeated!



<i>Habit - Brief explanations</i>	<p>The Webster dictionary defines patience as: ability, habit or being patient; endure what is difficult or unpleasant without complaining.</p> <p>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>
<i>Glossary of terms</i>	<p>Patience; tolerance; patient; frustration; anger; complaint; temper; irritation; acceptance; serenity; calm/ peaceful person;</p>
<i>Basic instruments / materials</i>	<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; to work individually, in pairs or groups and to give opinions, share information; have access to links and other resources in Padlet ; Patience mind map Bubbl.us; Collect ideas, discuss and vote.</p> <p>Projects / Final products - Storyboard or BookCreator; Animoto – or Powtoon - online video maker;</p> <p>Silkworm eggs (about 20), cardboard box, mulberry leaves, magnifying glass, tweezers, microscope, camera, calendar, drawing material.</p>
<i>Brief instructions on the activities to be carried out</i>	<p>Work in online lessons / sessions – Class / pair / group Google Classroom meetings.</p> <p>Lesson 1</p> <p>Brainstorm of ideas about what is Patience; what does being patient or having patience mean; why is patience important? Why do we need patience in life?</p> <p>Share your ideas, opinions, and vote - Tricider</p>

Discussion with the whole class for the best definition of Patience.

Create an e-mind map - [Bubbl.us](https://bubbl.us) with the most relevant and important definitions of Patience.

Watch the slides and try to answer some questions with the whole class:

Do you know what this is? how was it done? What is it for? what is its use?

Do some research by exploring the links available in your class Padlet.

Lesson 2

Now that you know more about silkworms, and about the usefulness of the cocoon observe the life cycle of the silkworm in its different stages (from the egg stage to the larva, pupa and moth).

Discussion with the whole class.

Examples of questions for the discussion:

Do you think the creation of silkworms require patience? Why is patience important? Do we need patience in our daily life? What are the benefits of being patience? Can you improve your patience skills?

Challenge:

What about creating your silkworms until you get the cocoon?

This activity requires patience: Patience to care and patience to wait!

You will learn that being patient and knowing how to wait brings wonderful surprises.



Go to the class Padlet and download the Doc. Creation of silkworms guideline.

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

Follow the instructions. Photograph, draw, record evidence from the different stages of your silkworms' life cycle project.

Every week you will submit the state of art of your creation on the Padlet.

The teacher will monitor and help you during all the stages of this cycle.

Enjoy your adventure!

Final product suggestions:

Create a digital storytelling by using [Storyboard](#)

Create an ebook by using [BookCreator](#) or

Create a video by using [Animoto](#) or [Powtoon](#)

Lesson 3

Present your final product to your classmates and share your conclusions.

Comment on these quotes related to Patience:

"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



	<p>“ Patience is not the ability to wait, but the ability to keep a good attitude while waiting” Joyce Meyer</p> <p>“To lose patience is to lose the battle.” Mahatma Gandhi</p> <p>Discussion questions:</p> <p>What is your favourite quote? Why?</p> <p>What skills does a person need to be a true sage (wise)?</p> <p>How can you learn our to develop your patience skills?</p> <p>Do the self-assessment by using Google forms</p>
<p><i>"a bag of tricks". useful tips and suggestions for students</i></p>	<p>Let us start the experiment with the beginning of Spring when the mulberry leaves begin to grow. Mulberries are deciduous trees!</p> <p>Moreover, that is when the eggs start to hatch! As you can see, even nature knows how to be patient 😊 Pets should not be exposed to sunlight, as they are very sensitive to direct light. (Sun).</p> <p>Patience improves your ability to accept setbacks and enjoy life much more.</p> <p>Patience is waiting without complaining.</p> <p>Having patience means being able to wait calmly in the face of frustration or adversity,</p>

Patience

AGE GROUP 10 – 14

<i>Habit - brief explanations</i>	<p>Webster’s dictionary defines patience as: the capacity, habit, or fact of being patient; to endure what is difficult or disagreeable without complaining.</p> <p>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>
<i>A glossary of terms</i>	Patience
<i>Basic instruments/ materials</i>	<p>Growing “patience candy”</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>
<i>Short instruction of the training sessions or the activities</i>	<p>Steps</p> <p>1- As the adult supervising, boil a cup of water on the stove-top.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Commented [1]: Não seria melhor escrever este ponto como indicações para o aluno e não para o adulto?

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 eat them.

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.




As you enjoy eating or admiring the crystals, take time to think that just as the crystals did not grow right away, sometimes it takes time to be patient and being patient or staying calm is hard, but with some training it is possible and rewarding.

Likewise, when schoolmates or family members are patient with each other, their reward is a peaceful school community or household.

Activity assessment

Mark your opinion with an X.



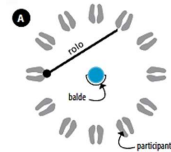
	Now , I'm able to	Very Well 	Well 	With difficulty 
	Don't give up, even if things become difficult			
	Keep calm when someone or something bothers me			
	Wait calmly for things			
<p><i>“a bag of tricks” useful pieces of advice and suggestions for the students</i></p>	<p>For a sugar-free alternative, grow a flowering plant and wait for it to bloom.</p>			

Patience

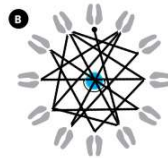
AGE GROUP 14 – 16

<i>Habit - brief explanations</i>	The Webster dictionary defines patience as: the ability, the habit or the fact of being patient; endure what is difficult or unpleasant without complaining.
<i>Glossary of terms</i>	Patience Tolerance Cooperation Coordination Self-confidence tools
<i>Essential/ materials</i>	Laptops; chrome books; I-pads; mobile phones; internet connection. Access to Google Classroom to work in online lessons and the activity tasks. Padlet link: https://padlet.com/mariatiago/InteractivePatience Self Assessment link: https://forms.gle/g5123xTprogK5Jzi9 Roll of wool or cotton thread, a balloon, and a bucket (or cardboard box) slightly larger than the full balloon. Note: If it is windy, it may be necessary to put some sand inside the balloon.
<i>Brief instruction of the activities to be developed</i>	This activity will help you to work in cooperation and coordination with others, as well as to promote interpersonal relationships and to develop self-confidence, with a common goal to the group. At the end of the activity, you will be able to: - appreciate the qualities of others. - be more tolerant with your classmates; relatives. - understand that collaborative work and patience are essential to achieve certain goals. Steps 1st phase:

1 - Go outside or find a large place in a room;
 2 - Join your parents , brother (s) or sister(s) or friends;
 3 - Make a circle and place a bucket in the centre;
 4 – One person takes the tip of the roll and grabs it with his / her fingers;
 5 – That person chooses a person from the circle, mentions a quality of his (a) and throws the roll to him **(A)**;



6 - This 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, let's move on to the next phase:

- 1 - Place the balloon on top of the web;
- 2 - The group will have to guide it patiently, without touching your hands, to the center, in order to fall into the bucket.

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

Do not forget: to photograph or record the different tasks performed. Share your best moments with your classmates on the class Padlet.




Activity assessment

Self Assessment link:

<https://forms.gle/g5123xTprogK5Jzi9>

or



	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			
	Endure / embrace; deal with what is difficult or unpleasant without complaining			
	Keep calm when someone or something bothers me			
	Wait calmly for things			
<i>"A bag of tricks" useful tips and suggestions for students</i>	<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>Being patient and working in a team, is not always easy but it is necessary to achieve some goals!</p>			



<p><i>Habit - brief explanations</i></p>	<p>Webster's dictionary defines patience as: the capacity, habit, or fact of being patient; to endure what is difficult or disagreeable without complaining.</p> <p>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>Words matter. Words are powerful. Words are our voice. Our words can comfort, help, give hope 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><i>A glossary of terms</i></p>	<p>Words</p> <p>Patience</p> <p>Tolerance</p> <p>Helpful vs. Hurtful Words</p> <p>Tolerant vs intolerant behaviour</p> <p>Prejudice</p> <p>Inclusion ; compassion; empathy</p>
<p><i>Basic instruments/ materials</i></p>	<p>Laptops; chrome books; l-pads; mobile phones; internet connection.</p> <p>Access to Google Classroom to work in online lessons and the activity tasks; to work individually, in pairs or groups and to give opinions, share information; have access to links and other resources in Padlet ; Patience Poll Everywhere; Collect ideas, discuss and vote.</p> <p>Student's Choice and Voice - Linolt My word; Canva – Poster; Fyer; Slogan; Poem; Animoto – or Powtoon - online video;</p> <p>"Words Matter"- Handout 1</p>



Short instruction of the training sessions or the activities

Work in online lessons / sessions – Class / pair / group Google Classroom meetings.

Lesson 1

Using words to encourage and create hope and beauty.

Brainstorm of ideas about Words and portraits shown.

Watch some portraits with various words; say what you see similar/different about the portraits. [Pear deck](#).

Discussion with the whole class.

Now, **watch the videos:** [The power of words](#); “My WORD is ‘IMPACT’” video from MyIntent and [How Powerful Words are](#). Take one minute to think about these questions : 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?

Challenge

Do you have any special word? What is your word? Write a word that represents you and illustrate why you chose that word. [Google Jamboard](#).

Share your word with your classmates. Words matter. They are the voice of someone. They encourage and create hope and beauty.

Lesson 2

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

Watch the videos and read some articles to better understand the vast impact some words have, and, in particular the R-word has on people with disabilities. [Once spoken](#) ;



Power of words ; [Words hurt](#) ; [The R-Word](#); [When Is It Okay to Say the R-Word?](#)

Let us help get the word out, once the R-word hurts.

Discussion with the whole class.

Example of questions for discussion:

Why do you think people treat others in hurtful ways when they do not even know them?

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.

How does our choice of words matter?

How long has it been since you heard someone use the R-Word?

Was it at school, in a song, in a tweet or in a shopping centre or restaurant?

Reflect on people's behaviour with the whole class. What other options they might have in their behavior that would maintain respect toward others?

Complete the Handout1 " Words matter". Don't forget to think about your own use , active or passive, of the R-word in school, in your community, in society in general.

– Were you aware of your own thoughts and actions (or in-actions) with regard to intolerance and prejudice toward others?

– What might cause someone to be intolerant of others?

– How does our choice of words matter?

- How easy it is to feel angry or upset when somebody calls you R-word or sends you a mean or scary message?



Discussion of the answers as a whole class and reflect about the things you say in the future or when you see someone degrading another person in front of you.

Lesson 3

Break into 5-6 small groups (Google meet teams) and **brainstorm some examples** where, when you saw someone using mean words or scary language , whether typed or spoken that could make you feel angry, hurt, sad or fearful?

Can you identify examples from history when intolerance and prejudice had a history-changing negative effect?

- How were people discriminated against or treated differently because of something they could not control?

- What positive impact, if any, came from this event?

- How might the world be different if this event had never happened?

Share your team examples with the whole class - [Linolt](#)

Understand that it is important to think about the words we use, because everyone interprets things differently.

Lesson 4 - 5

Despite the old saying, "Sticks and stones may break my bones, but words will never hurt me," words are powerful.

Sometimes it is hard to ignore what someone is saying when

it's a mean name. Names CAN make you feel sad or hurt.

Student's choice and Voice

	<p>Create a slogan, a poster, a video, a poem or a flyer to help reverse the trends of the use of R-word, intolerance and prejudice against those with disabilities.</p> <p>Present your products to the whole class for discussion, voting and dissemination in the community social media.</p> <p>Give your feedback via google forms</p> <p>Link: https://forms.gle/g5123xTprogK5Jzi9</p> <p style="text-align: center;">4 - Activity assessment</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 40%;">Now , I'm able to ...</th> <th style="width: 15%;">Very Well</th> <th style="width: 15%;">Well</th> <th style="width: 30%;">With difficulty</th> </tr> </thead> <tbody> <tr> <td>Reflect on the words I use, I say</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reflect on the power of my words' choice</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Identify the impact of some words on other people's life</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Identify consequences of treating someone differently</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Now , I'm able to ...	Very Well	Well	With difficulty	Reflect on the words I use, I say				Reflect on the power of my words' choice				Identify the impact of some words on other people's life				Identify consequences of treating someone differently			
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<p><i>“a bag of tricks”</i> <i>useful pieces of advice and suggestions for the students</i></p>	<p>To place yourself into other people's shoes will reinforce your empathy and compassion towards others.</p> <p>By treating other people gently, kindly and with respect we can promote tolerance, inclusion and stop prejudice.</p>																				



STUDENT ACTIVITY BOOK



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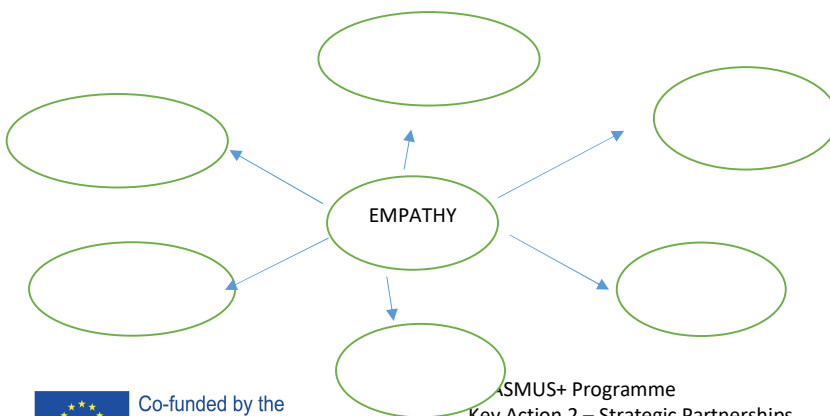
Empathy

AGE GROUP 6 – 10

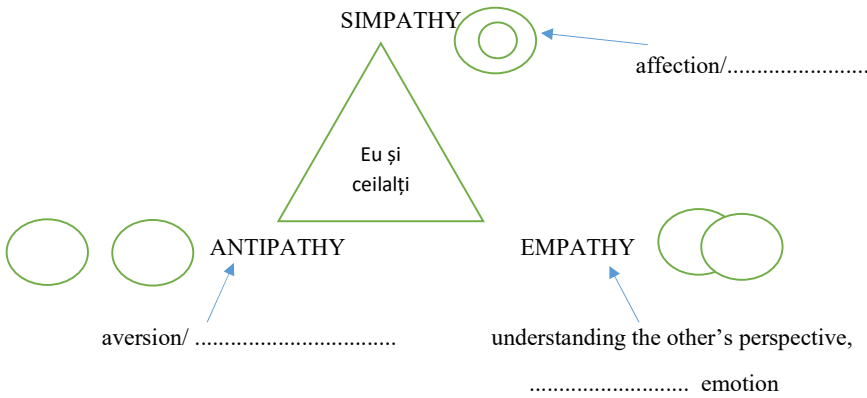
Habit- brief explanations	One or several emotions, feelings that we have towards the others appear during our interaction with other people. We are different and we think differently, because we are unique and complex personalities. Thus, we are empathic towards other beings around us, who are more unhappy, sadder or are going through physical or spiritual pain.
A glossary of terms	Empathy Understanding the other's perspective, thoughts and emotions.
Basic instruments/ materials	Empaty- Best Inspirational Story https://www.youtube.com/watch?v= mtFOEphPHY Puzzle –representative picture from the video " Empathic glasses" – cut out template for role-play
Short instruction of the training sessions or the activities	By the end of the class you will have: Completed "The Bunch/ the mind map" with words that express emotions/feelings/ moods, empathy is based on. " The empathic glasses"- put yourself in the character's shoes, tell the story and talk about the character's feelings and emotions from his perspective.
"a bag of tricks" useful pieces of advice and suggestions for the students	If a person shares with you a personal experience (be it pleasant or unpleasant), remember how you felt in that situation, when it happened to you or when you went through something similar.

Worksheet / exercises....

- Game: " The bunch", as it results from the story.



➤ Fill in the Emotions triangle, *Me in relation with the others*:



➤ Give examples of proverbs about friendship, understanding, empathy:
.....
.....

➤ Make the puzzle (in Appendix 1) so that you get this picture !



➤ "The shoe game"-Describe the chosen person!

(Describe in a couple of words the personality of the person you have chosen, mentioning his/her passions, culinary, sports, cultural preferences.)



.....
.....
.....
.....

- "The empathic glasses!"- cut out the image of the glasses in Appendix 2.



"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! And her face was 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..."

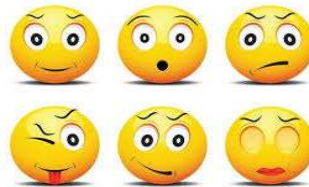
Put the empathic glasses on your nose and continue the story... what do you think happened after that? Tell your story to the class as you see it through the magic glasses, which tell only the truth.

.....

.....

.....

How have you felt while working out the tasks in today's lesson?



Habit- brief explanations	Empathy=ability to identify, understand and feel other people's emotions, starting from your own life experiences. The word "empathy" comes from the Greek word "empathia", which means "affected", "passionate"
A glossary of terms	Sympathy= attraction, affinity someone has for a person, or that they can arouse in someone, affection;
Basic instruments/ materials	Digital interactive presentation (www.mentimeter.com), the version which students can have access to on their phones (www.menti.com)
Short instruction of the training sessions or the activities	By the end of the class you will be able to: <ul style="list-style-type: none"> - associate the concept „empathy” with certain words, with a colour or a picture; - identify the traits of an empathic person; make the difference between “empathy” and “sympathy”; - practice their ability to give empathic answers; - practice their abilities of assertive communication and empathic group interaction.
“a bag of tricks” useful pieces of advice and suggestions for the students	<p>”Put yourself in somebody else’s shoes”, try to understand their emotions, feelings, ideas and actions!</p> <p>Let the others know, in a friendly and respectful way, the fact that you understand what they think and feel!</p> <p>Change your perspective and listen to the other point of view!</p>

Worksheet / exercises....

1. *What words come to your mind when you hear the word "empathy"?* Write them down (brainstorming, 5'): Note your answers using the interactive presentation tool: www.mentimeter.com . Use your phones to access www.menti.com and log in to the presentation introducing the presentation code on the screen. Fill in the blanks with the right words, which will be displayed on the presentation slide. Some words will be bigger than others. The



bigger they are, the more frequently they are used. Analyse the “word cloud” with your classmates and teacher and find which the most common associations are.

2. How would you describe an empathic person? For each trait you identify, you can draw a picture or create a symbol.

3. Debate

Give a well-supported answer to the question : **Was I born or do I become empathic?**

For example:

- 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).

4. Choose among the actions below, the ones that you think are necessary to become an empathic person:

- a. I notice what the other feels and I accept their feelings, no matter how intense they are (e.g.: anger, sadness, frustration, disappointment);
- b. I listen to what the other is saying and I don't think about what I am going to say;
- c. I ask to deepen my understanding of their perspective, to check if I have correctly and precisely understood their perspective;
- d. 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.

Give arguments for your choice/choices.

5. Watch the video and talk with your classmates about the most relevant aspects : *Brené*

Brown on Empathy”; animation: Katy Davis (AKA Gobblynnne) www.gobblynnne.com, available on You Tube at <https://www.youtube.com/watch?v=1Evwgu369Jw>

Evaluation (5’): [Wordwall game](https://wordwall.net/ro/resource/12877422) ””: <https://wordwall.net/ro/resource/12877422>

Habit- brief explanations	Empathy is the ability to understand others' emotions and/or perspectives and, often, to feel how they feel. For example, if Anna starts to feel sad after talking to her friend, Beatrice, who feels sad due to her cat's death, she shows empathy. Thus, even though Anna does not have a pet, she can imagine how it is like for her friend to face that particular situation of losing her beloved pet. In other words, Anna places herself in her friend's shoes and resonates emotionally with how Beatrice is feeling. Moreover, Anna knows that the sadness she feels is not hers – it belongs to Beatrice, and she started to feel it by learning what the cat meant to Beatrice. To summarize, empathy is not mere emotional contagion. It is the ability to acknowledge and understand someone else's experience and even start to resonate emotionally with others while being conscious of the source of emotions.
A glossary of terms	altruism = promoting someone else's welfare, even at some cost to oneself compassion = feelings of concern for another person emotional self-regulation = controlling own emotions by oneself vicarious emotions = emotions that we feel when something happens to someone else
Basic instruments/ materials	Worksheet, pictures
Short instruction of the training sessions or the activities	By the end of the class you will have: <ul style="list-style-type: none"> - associated the concept „empathy” with certain words, with a colour or a picture; - assessed how you felt while listening to your classmates' stories - practiced empathic listening - put yourself into the „shoes” of a medieval character and share with the class the experience of being different.
“a bag of tricks” useful pieces of advice and suggestions for the students	Let imagination and feelings flow! Be mindful!

Exercise 1



Write about a time when you felt something because someone else felt that way. You can use the following questions to guide you through a more profound analysis.

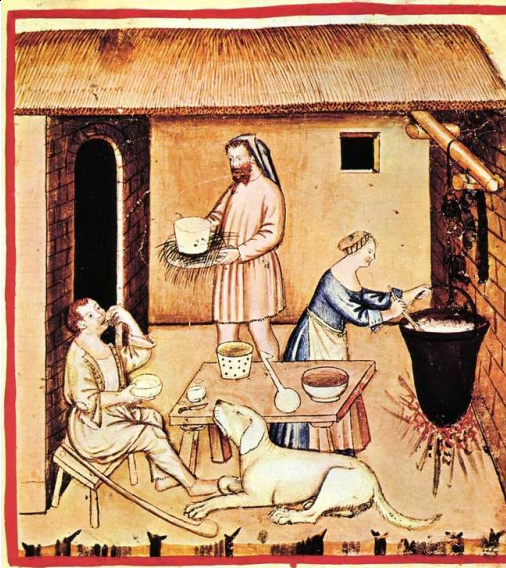
- *What happened?*
- *What do you think the other person felt and why?*
- *What made you resonate emotionally with that person?*
- *What was going through your mind?*
- *What did you do?*
- *How did the other reacted?*
- *How did you manage what you felt?*

Exercise 2

This exercise aims at fostering your empathy by using your imagination to walk into the shoes of someone who comes from the Middle Ages. To better enter their roles, students receive a picture of a household from that time.

Work in pairs!

- Student A, imagine that you have time-travelled from the Middle Ages to 2021 and want to learn about modern tools and technology.
- Student B, choose a nowadays object or technology (e.g., a smartphone, a laptop, the internet, etc.) and describe it to Student A, knowing that he/she is a medieval peasant.
- Student A, listen carefully and try to guess what the object is. You can ask questions without using modern language since you come from another time.
- When you have completed the task, share your experience with the whole class. Those who played student A describe how you felt to listen while imagining being somebody else. Students B talk about how it was to explain something to someone different than you.



Time travel¹

Medieval household²

Commented [p2]:

¹ Image retrieved from <https://pixabay.com/>

² Image retrieved from <https://courses.lumenlearning.com/suny-hccc-worldhistory/chapter/daily-medieval-life/#:~:text=Each%20peasant%20family%20had%20its,quality%20compared%20to%20modern%20houses.>



Habit- brief explanations	Empathy is the ability to understand others' emotions and/or perspectives and, often, to feel how they feel. For example, if Anna starts to feel sad after talking to her friend, Beatrice, who feels sad due to her cat's death, she shows empathy. Thus, even though Anna does not have a pet, she can imagine how it is like for her friend to face that particular situation of losing her beloved pet. In other words, Anna places herself in her friend's shoes and resonates emotionally with how Beatrice is feeling. Moreover, Anna knows that the sadness she feels is not hers – it belongs to Beatrice, and she started to feel it by learning what the cat meant to Beatrice. To summarize, empathy is not mere emotional contagion. It is the ability to acknowledge and understand someone else's experience and even start to resonate emotionally with others while being conscious of the source of emotions.
A glossary of terms	altruism = promoting someone else's welfare, even at some cost to oneself compassion = feelings of concern for another person emotional self-regulation = controlling own emotions by oneself vicarious emotions = emotions that we feel when something happens to someone else
Basic instruments/ materials	Online video, worksheet
Short instruction of the training sessions or the activities	By the end of the class you will have: <ul style="list-style-type: none"> - practiced and trained your empathy by telling someone else's story while focusing on their emotional and cognitive perspectives. - deepened your understanding of empathy - found ways to strengthen your empathy, to recover and preserve your emotional resources.
"a bag of tricks" useful pieces of advice and suggestions for the students	Be curious and open about others' perspectives! Be present! Let your imagination free! Challenge your stereotypes and prejudices!

Exercise 1

Watch the video in class.

<https://www.facebook.com/LiamDineen/videos/1050094668811514>



Telling the others' story³

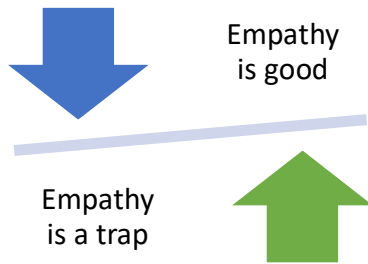
Use your own words and style to write the story you saw in the video. Focus on the feelings, emotions, and thoughts you think the characters had as the action happened. To this end, imagine who the characters were, where they were going, what did they have to do, what were their needs and desires, what they were thinking about others. Try to take their perspective as vividly as possible.

Write your story below:

³ The images are cut from the video <https://www.facebook.com/LiamDineen/videos/1050094668811514>



Exercise 2



In teams, debate with your colleagues to what extent empathy is beneficial or can become a trap. Find ways to strengthen your empathy and commit to at least one of them.





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