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PSS
Promoting Social Skills

Guide and Lesson Plans

Examples with suggested activities and resources



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Introduction

The promotion of social skills is of great importance for the future and is one of the priorities of European policy and legislation. The Commission has underlined, in particular, the need to invest more as early as possible, in young people - not only in financial terms but also in political and social terms, through families, NGOs, teachers and employers. Developing cross-cutting youth strategies must be a priority - at both EU and national level - covering a broad range of policy areas like education, employment, health, enterprise, culture, youth and sports. The Commission also called on Member States to step up efforts by targeted actions. This project has as its focus the area relating to:

‘ Reducing early school leaving and providing more early school education – starting with children in disadvantaged areas and developing accompanying measures to prevent early school leaving’ (Brussels 2007)

The theory, materials, articles, activities and links provided here are intended to support the practice of professionals who value the promotion of social skills in their widest and most positive sense. The variety and scope available illustrates the growing significance of this area for teachers, their students and wider society.
Please note that a colour code has been applied to headings for theory and lesson plans from each country to assist quick referencing. See below:

	Bulgaria
	Denmark
	Italy
	Poland
	United Kingdom

Part one provides some outline of the European Commission context of the project and some initial theoretical and supportive material. Further materials, articles and references will be provided online as the project continues.
The five partner countries involved in the PSS project have all contributed lessons relating to aspects of social skills. There are twelve from each country with more examples to be made available on the website.

In some education systems schools and colleges work with personalised and integrated social skills which can be identified in individual student plans and are part of wider curriculum provision. In other systems, there is no specific curriculum provision of social skills and no opportunity for its inclusion in mainstream work. For this reason the examples provide some standalone sessions ranging from very simple one-off sessions and openings to topics through to more long term strategically oriented approaches with more complex aims and objectives.

Part two will describe how these are categorised by chapter theme and how they may be used.

Part one: Project context with examples of theory and support

European Commission Priority areas

The present inequalities in education and training have significant hidden costs for individuals, societies and economies. Education should be efficient in producing a high standard of excellence and equitable in raising the general level of skills. Social inclusion is another key concern.

Education ministers from EU Member States have set themselves four broad areas to work on to improve national school systems, including priorities such as teacher education, key competences, language learning, ICT, maths, science and technology, active citizenship and social cohesion.

Challenges in these areas are considerable. One-quarter of young people under the age of 15 only attain the lowest level of proficiency in reading; 15% of young people aged 18-24 leave school prematurely; only 78% of 22-year-olds have completed their upper secondary education; the level of interest in some subjects, such as science and mathematics, is low.

The European Commission works with EU Member States to develop the concept of 'key competences' – the knowledge, skills and attitudes that help people gain personal fulfilment, employability and enable them to take part in society. These include the 'traditional' competences like mother tongue, foreign languages, basic competences in maths and science, and digital competence, but also the more 'transversal' ones such as learning to learn, social and civic competence, initiative taking and entrepreneurship, and cultural awareness and expression.

In 2006 the EU adopted the European Framework of Key Competences, a reference tool to help Member States to adapt their school curricula to modern needs.

The framework builds on changes happening in a number of countries so that instead of listing inputs (the knowledge that schools are to impart) they specify outcomes (the knowledge, skills and attitudes that pupils are expected to have developed at different stages of their education). Four of the eight key competences defined in it are transversal; this raises questions such as how they will fit into a school curriculum based upon traditional 'subjects', and to what extent schools will need to reorganise to help pupils acquire this kind of skill, both inside and outside 'lessons'.

A group of experts from Member States meets regularly on key competences to examine in depth specific aspects of curricula and implementation. So far, they have worked on issues related to the implementation of those cross-curricular competences that require new approaches to organising learning in schools, new types of learning material, and assessment procedures that support the learning process.

The European framework for key competences

The European framework for key competences for lifelong learning, released at the end of 2006, identifies and defines the key abilities and knowledge that everyone needs in order to achieve employment, personal fulfilment, social inclusion and active citizenship in today's rapidly-changing world.
The framework includes competences in 'traditional' subjects, such as mother tongue literacy, numeracy, knowledge of foreign languages, science and IT skills. But it also covers other skills, such as learning to learn, social and civic competence, initiative-taking, entrepreneurship, cultural awareness and self-expression.

Initial education and training systems across the EU should support the development of these competences in all young people, and adult education and training need to give real opportunities for all adults to continually build and maintain their skills.

The Reference Framework sets out eight key competences:

1) Communication in the mother tongue;
2) Communication in foreign languages;
3) Mathematical competence and basic competences in science and technology;
4) Digital competence;
5) Learning to learn;
6) Social and civic competences;

These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

7) Sense of initiative and entrepreneurship;
8) Cultural awareness and expression.
As can be seen the key competence relating to this social skills project is very wide.

The competence is based on an **attitude** of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.

Essential knowledge, skills and attitudes for social competence

Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted
in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socioeconomic dimensions of European societies and how national cultural identity interacts with the European identity is essential. The extract below from the UK Department for Children Schools and Families demonstrates how awareness and concern relating to this area is being translated into national policy and action across European countries.

Being out of education, employment or training **(NEET)** between the ages of 16 and 18 is an enormous waste of young people's potential and their contribution to society. **DCSF** is committed to reducing the number of young people who fall into this category.

Two key aims are:
i) to reduce the proportion of 16–18 year olds who are NEET by 2 percentage points by 2010, and in doing so;
ii) to put in place the learning and support arrangements that will be necessary to enable all 16 and 17 year olds to participate in learning when the participation age is raised to 17 in 2013 and 18 in 2015. (Subject to legislation)

Tackling NEET is about:

- **Prevention** – stopping young people becoming NEET: motivating and engaging them while they are still in school and offering attractive and relevant provision post-16.
- **Intervention** – knowing what young people are doing, having the resource to contact or be contacted by them, challenging their expectations and being able to offer opportunities and support when and where they need them, ensuring successful transition.
- **Sustainability** – helping young people, especially those with a history of 'dropping out', to tackle any obstacles to their engagement so they can remain engaged. The Government strategy for reducing NEET is based on embedding through the system:
- **Careful tracking** – to identify early those young people who are NEET, or at risk of becoming NEET, so that the right interventions can be planned.
- **Personalised support and guidance** – effective early intervention to re-engage young people, to ensure they have the life skills and knowledge to access education, training or employment and can make informed choices; and to enable them to overcome barriers to participation (including using financial incentives to encourage young people to engage in learning).

- **Flexible learning opportunities to meet demand** – to engage young people through sufficient provision at every level, in every area and in every style of learning.
- **Rights and responsibilities** – to promote young people's rights to access the services they need together with clear incentives in place for all young people to re-engage quickly should they become NEET.

The NEET strategy can be found by following the link below:
http://www.dcsf.gov.uk/14-19/documents/neet_strategy_0803.pdf

UK Background material relating to learner perception – self esteem
'Self-Esteem Comes First'

by Sue Watson at www.About.com

We've long known that when students feel good about themselves, they are much more likely to become better achievers in the classroom. Fostering can do attitudes and building students' confidence by setting them up for success and providing positive feedback along with frequent praise are essential tools for both teachers and parents. Think about yourself, the more confident you feel, the better you feel about the task at hand and your ability to do it. When a child is feeling good about themselves, it's much easier to motivate them to become academically proficient.

What's the next step? First of all, in order to help improve self-esteem, we have to be careful in the way we provide feedback. Dweck (1999) argues that having a particular goal orientation, (learning goal or performance goal) to base feedback on as opposed to person-orientated praise will be more effective. In other words, avoid using statements like: 'I'm proud of you'; Wow, you worked hard. Instead, focus the praise on the task or process. Praise the student's specific effort and strategy. Dweck (1999) For instance, 'I notice you selected the cube-a-links to solve that problem, that's a great strategy.' I noticed that you didn't make any computational errors this time!' When using this type of feedback, you've addressed both self-esteem and you've supported the child's motivational level for academic goals.

Self-esteem is important in and out of the classroom. Teachers and parents can support self-esteem by remembering some of the following:

- Always accentuate the positive. Do you ever notice those suffering from a low self-esteem tend to focus on the negative? You'll hear statements like: 'Oh, I was never any good at that. 'I can't keep friends'. This actually indicates that this person needs to like themselves more!
- Give children the opportunity to tell you 10 things they like about themselves. Prompt them to state things they can do well, things they feel good about. You will be surprised at how many children suffering with low self-esteem have difficulty with this task - you'll need to provide prompts. (This is also a great beginning of the year activity)
- Avoid criticism. Those suffering with low self-esteem struggle the most when given criticism. Be sensitive to this.
- Always remember that self-esteem is about how much children feel valued, appreciated, accepted, loved and having a good sense of self worth. Having a good self-image.
- Understand that as parents and teachers, you play one of the biggest roles in how good or bad a child can feel about themselves - again, avoid criticism. Influence from a parent or teacher can make and break a child's sense of self-esteem. Don't abuse it.
- Expectations must always be realistic. This goes along with setting children up for success. Differentiated instruction (see note 2) is key and goes long way to ensure that

teachers know their students and ensures the types of tasks/expectations match the child's strengths and ability levels.
- See the learning in errors or mistakes. Turn mistakes inside out and focus on what was or will be learned from the mistake. This helps a child focus on the positive, not the negative. Remind students that everyone makes mistakes but it's how those mistakes are handled that makes the difference. We need to see them as learning opportunities. Powerful learning can often be the result of a mistake made.

Self-esteem is an important component to almost everything children do. Not only will it help with academic performance, it supports social skills and makes it easier for children to have and keep friends. Relationships with peers and teachers are usually more positive with a healthy dose of self-esteem. Children are also better equipped to cope with mistakes, disappointment and failure, they are more likely to stick with challenging tasks and complete learning activities. Self-esteem is needed life-long and we need to remember the important role we play to enhance or damage a child's self-esteem.

Reference: Dweck, C. S. (1999) *Self Theories: Their Role in Motivation, Personality, and Development.* Hove: Psychology Press, Taylor and Francis Group.

Differentiated Instruction and Assessment

Sue Watson, former About.com Guide

If teaching were as simple as using the one best way to teach everything, it would be considered more of a science. However, there isn't just one best way to teach everything and that's why teaching is an art. If teaching meant simply following a text book and using the *'same size fits all'* approach, then anyone could teach, right? That's what makes teachers and especially special educators unique and special. Long ago, teachers knew that individual needs, strengths and weaknesses must drive instructional and assessment practice.

We've always known that children come in their own individual packages and that no two children learn the same way even though the curriculum may be the same. Instructional and assessment practice can (and should) be different to ensure that learning happens. This is where ***differentiated instruction and assessment*** comes in. Teachers need to create a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration. Students then need varying opportunities to demonstrate their knowledge based on the teaching, hence *differentiated assessment.*

Here are the nuts and bolts of differentiated instruction and assessment:

- Choice is key to the process. Choice of learning activity as well as choice in the assessment (how the student will demonstrate understanding).
- The learning tasks always consider the students' strengths/weaknesses. Visual learners will have visual cues, auditory learners will have auditory cues etc.

- Groupings of students will vary, some will work better independently and others will work in various group settings.
- Multiple- intelligence is taken into consideration as are the students' learning and thinking styles.
- Lessons are authentic to ensure that all students can make connections.
- Project and problem based learning are also key in differentiated instruction and assessment. Lessons and assessments are adapted to meet the needs of all students.
- Opportunities for children to think for themselves are clearly evident.

Differentiated instruction and assessment IS NOT NEW! Great teachers have been implementing these strategies for a long time.

What does differentiated instruction and assessment look like?

First of all, identify the learning outcomes. For the purpose of this explanation, I'll use Natural Disasters.

Now we need to tap into our student's prior knowledge.

What do they know?
For this stage you can do a brainstorm with the whole group or small groups or individually. Or, you can do a KWL chart. Graphic organizers work well for tapping into prior knowledge. You may also consider using a 'who, what, when, where, why and how' graphic organizer individually or in groups. Key to this task is ensuring that everyone can contribute.

Now that you've identified what the students know, it's time to move into what they need and want to learn. You can post chart paper around the room dividing the topic into sub topics. For instance, for natural disasters I would post chart paper with different headings (hurricanes, tornadoes, tsunamis, earthquakes etc.). Each group or individual comes to the chart paper and writes down what they know about any of the topics. From this point you can form discussion groups based on interest, each group signs up for the natural disaster they want to learn more about. The groups will need to identify the resources that will help them gain additional information.

Now it's time to determine how the students will demonstrate their new knowledge after their investigations/research which will include books, documentaries, internet research etc. For this, again, choice is necessary as is taking into consideration their strengths/needs and learning styles. Here are some suggestions: create a talk show, write a news release, teach the class, create an informational brochure, create a PowerPoint to show everyone, make illustrations with descriptors, give a demonstration, role play a newscast, create a puppet show, write an information song, poem, rap or cheer, create flow charts or show a step by step process, put on an informational commercial, create a jeopardy or who wants to be a millionaire game. The possibilities with any topic are endless. Through these processes, students can also keep journals in a variety of methods. They can jot down their new facts

and ideas about the concepts followed by their thoughts and reflections. Or they can keep a log of what they know and what questions they still have.

A word about assessment
You can assess the following: completion of tasks, ability to work with and listen to others, participation levels, respects self and others, ability to discuss, explain, make connections, debate, support opinions, infer, reason, re-tell, describe, report, predict etc.
The assessment rubric should contain descriptors for both social skills and knowledge skills.

As you can see, you have probably already been differentiating your instruction and assessment in much of what you're already doing. You may be asking, when does direct instruction come into play? As you're watching your groups, there will always be some students who will need some additional support, recognize it as you see it and pull those individuals together to help move them along the learning continuum.

If you can answer the following questions, you're well on your way.

1. How are you differentiating content? (variety of leveled materials, choice, varied presentation formats etc.)
2. How are you differentiating assessment? (students have many options to demonstrate their new knowledge)
3. How are you differentiating the process? (choice and variety of tasks that consider learning styles, strengths and needs, flexible groupings etc.)

Although differentiating can be challenging at times, stick with it, you will see results.
Inclusion in Peer and Socially Integrated Activity and the Enhancement of Learner Success
According to a new study published in the *Journal of Educational Psychology*, children who are excluded from peer activities are more likely to suffer academically as a result.

In a March 5, 2006 press release from the American Psychological Association, the study's lead author noted that while exclusion is not as visible as bullying and other forms of abuse, the effects of being rejected by peers can be just as damaging.

The five-year longitudinal study looked at 380 participants between the ages of 5 and 11. Those who were excluded from peer activity were more likely to have academic difficulties and less likely to participate in class than their peers who were not excluded from peer activity.

For more information on this study:
Peer Exclusion Among Children Results in Reduced Classroom Participation and Academic Achievement. – APA Press Release

Buhs, E., Herald, S., & Ladd, G. (2006) Peer Exclusion and Victimization: Processes That Mediate the Relation Between Peer Group Rejection and Children's Classroom Engagement and Achievement. Journal of Educational Psychology, Vol.98 No.1.

The Basics of Communicating with Others: Some key questions to get you started in understanding interpersonal communication skills:

What are interpersonal communication skills?
Interpersonal communication skills are the tools we use to let others know what we think, feel, need and want. And they are how we let others know that we understand what they think, feel, need and want.

What are the benefits of improving interpersonal communication skills?
All of us who are individuals in education or workplace need to be able to communicate effectively with teachers, bosses and customers. Everyone has friends or colleagues with whom they need to communicate in order to be successful in learning or work. Every one of us has her/his own preferred style of communicating with others. In addition, given our unique histories, we have different strategies for communicating in different types of situations. As a result, there is a very real possibility that when two of us get together there are certain circumstances in which we are less effective at communicating with each other than we would like. By increasing your repertoire of interpersonal communication skills, you can increase your overall effectiveness and perhaps your learning and/or job satisfaction.

Are there specific interpersonal communication skills?
Yes. Active listening or assertive communications are two examples of interpersonal communication skills. In addition, there are techniques for certain circumstances, such as communicating in difficult situations or communicating upwards, that can be useful.

How do I know if I need to improve my interpersonal skills and, if so, which ones?
Every one of us can benefit from improving our interpersonal skills. We each have certain situations that are more difficult for us and/or have particular communications skills that we would like to improve. You can assess your own interpersonal communications skill level and/or you can ask for feedback from others.

One approach is to think about three or four situations where an interaction with someone else did not go as well as you would have liked. The Two-Column Case Model described and illustrated with lesson activities in Chapter 1 might help you organize your recollection and identify patterns to help you see areas where you could improve.

How can I actually improve my interpersonal communication skills?
As with any skills development, once you have identified the need and feel motivated to make a change, you need to be introduced to new strategies and tools, and seek out opportunities to practice and to receive feedback. Try approaching this as a project plan: identify your goal; pick two or three approaches to getting there. Maybe register for two workshops and read one book. Don't forget: Interpersonal skills development is a life-long challenge. Pick something specific to learn, practice, expect some awkward moments, learn from them and celebrate your progress.

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Context, Theory and Literature

Partner country:	Denmark

Context and theory:
This model is developed by Jan Tønnesvang based upon H. Kohut (Theory of Self)[i]
It is combined with an offer to make W. Klafki and his idea of selecting content for education (Bildung) more operational.
It is taking in consideration that you live and educate in a culture – and meet the demands of Knowledge of nature, culture and technical development.
Also it takes into consideration that you as an educator are dealing with human beings – their directedness, social and existential needs.

	Qualified	Self-determination
External directed	Material dimension of existing (being) **Knowledge –** Competence of knowing Something to learn	Social-moral dimension of existing **Social competence** Consequences of taking responsibility Identity / political awareness Competent to act – democratic feeling / attitude Social ways of acting – the external side of morality
Internal directed	Personal dimension 1 **Self evaluating competence** Reflecting. Value and reevaluate strategies of learning Mastering new challenges and tasks Value own competences, skills, talents; meta-cognition; learn, understand, acknowledge, self-referential identity.	Personal dimension 2 **Existence and experience competencies** Ability to be present as your self Integrity – directed towards life, experience, meaning. Understand own needs, feelings, strengths Be able to experience others' feelings and know "it is not mine" – but I know the feeling – and due to knowing the feeling –able to understand and support the other.

This model stresses the relation between subject knowledge – and personal development.
It acknowledge that there is something special to learn – and many ways of learning
And more or less feelings for learning alone or together with others.

[1] Kohut, Heinz(1977): The Restoration of the Self. NewYork. International Universities Press
Kohut, Heinz (1974):Remarks about the formation of the self. In:P. Ornstein(ed): The search for the Self, volI:737-770, Madison: International Universities Press
Tønnesvang, Jan (2002): Selvet I pædagogikken – selvpsykologiens bidrag til en moderne dannelsespædagogik. Aarhus. KLIM

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Promoting Social Skills

Context, Theory and Literature

Partner country:	Denmark

Editor's note:

The following has been prepared by our Danish partners as an introduction to their curriculum and lessons for Theme 4 on developing civic responsibility. It has a wider significance for us, however, since it also addresses the general concepts of PSS, so it seems appropriate to include it in this section of the Handbook as a contribution to the theoretical underpinning of PSS.

Introduction

This curriculum has been drawn up taking the subject social studies as its point of departure. The objectives for this subject state that: the purpose of the lessons is to prepare the pupils to take an active role in a democratic society.[1] With further reference to Hal Koch's definition of democracy as dialogue[2] we believe that the development of social skills is central to social studies. The diagram below can be used as a tool for creating an overview of the lessons.

DEVELOPMENTAL ASPECTS REGARDING DEMOCRATIC CIVIC COMPETANCE[3]

Aspects of civil rights	Aspects of empowerment
Personal qualities and commitment: • Respect for rights and obligations • Initiative and motivation • Perseverance, will power and energy • Sensitivity to problems	Relevant dimensions in the family and other environments e.g. school • Subjects of conversation • Frequency of dialogue • Dialogue, cooperation and resolve • Benefit of dialogue & cooperation
Knowledge & skills • Knowledge of democratic ideals • Skills in democratic behaviour and communication • Knowledge of political structures & processes • Skills in acting within systems • Knowledge of problems & conflicts • Skills in examination & interpretation • Knowledge of interests	Relevant "space" within the family & other milieu – e.g. school • Personal space (democratic social gathering) • Didactic space (insight into democracy) • Political space (practising democratic civics)

[1] www.uvm.dk
[2] Koch, 1995
[3] Korsgaard m.fl. red., 2007: side 241 (Figur fra Demokratiprojektet ved Odense Seminarium)

• Skills in problem solving & cooperation	

Context and Theory

The social studies programme has been constructed from a social constructivist learning view, where the pupils train social skills through active participation in interaction with one another. We are convinced that social skills are of crucial importance to learning. Moreover, social skills are regarded as part of the attempt to train the pupils in performance.

'Social skills consist of having insight, skills, ways of communicating, and views that have meaning for the ways and possibilities one has for living with other people in a society.'

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Context, Theory and Literature

Partner country:	Italy

Our Italian Partners offer the following theoretical contribution in order to contextualize activity:

The activities were chosen according to the classes.
For example, the activities for the 2nd class of the hotel school, **Enriques** (Castelfiorentino - FI) were chosen based on its composition and needs emerged as a result of its history. The class consisted of 25 students (one of which was not currently attending) and was heterogeneous in its composition: 10 students came from the first class, four students from another first, 8 repeated the 2nd class (and came from different classes), 2 students came from other schools, different also from the hotel school. The choice of this class for participating in the project was motivated from having observed during the previous school year, among students from the nucleus with greater numbers, relationships which were not easy and sometimes problematic. The addition of new elements in this group has placed the need for strategies to standardize levels of knowledge, rules of conduct and relationships between students and between students and teachers. To take into consideration also the multiethnic component, in fact the students were not only Italian, but from different cultures and nations (Albania, Morocco, Senegal, Iraq and Moldova). Even their arrival in Italy is diverse, ranging from those born in Italy by immigrant parents to those who are in Italy for about 5 years.

The activities for the 5th class of the High School **Fermi** (Socio-Psycho-Pedagogical Lycée in Empoli - FI) were chosen based on the future of 25 students, all female, that made it up and based on the type of school and educational goals that the school has towards its students. The Socio-Psycho-Pedagogical Lycée, at first moment successor of the teacher training high school, following the Gelmini reform has become the current Lycée of Human Sciences (Reform Act 133/08). The subjects are mainly arts sciences, including humanities and social sciences, psychology, pedagogy and sociology, which are the subjects of the address. More generally it prepares to all activities aimed at "social" with the predominant formative values, regarding relational aspects, communication and organization, including the whole area of projectual activities about educational and social phenomena, in addition to allowing access to all university faculties, particularly Education Sciences, Communication Sciences and Psychology. As the class is at the end of the high school years, participation in the PSS project has represented the implementation of the theoretical aspects learned in the course of study, as well as an implementation and strengthening of Social Skills to deal with the period of indecision and choice linked to the post diploma.

Casula, C. (2003). ***I porcospini di Schopenhauer (Schopenhauer's Porcupines)*****. Franco Angeli, Milan.**
The book suggests the way to create that “discrete” intimacy among the “pilot” and the group and among the participants themselves, useful to facilitate listening, comprehension and learning. It describes the paths to overcome moments of conflict and tension, to establish a strong collaborative agreement in order to ensure that participants come to the end of the path as more competent people, aware of their resources and potentialities, are motivated to move their limits and to continue the development of individuals and groups.

Cunico, M. (2008). ***Educare alle emozioni (Educating to the emotions).*** **Città Nuova, Rome.**
The text contains both reflections and considerations on pre-adolescence, on the difficulty to speak, but also on education to the emotions, and incitement and concrete ideas for the implementation of projects of emotional education in schools.

Manes, S. (1998). ***83 giochi psicologici per la conduzione dei gruppi (83 psychological games for the management of groups)*****. Franco Angeli, Milan.**
A practical guide full of ideas and suggestions, for those who want to become more competent in managing and leading of groups through the use of a creative tool: the mind games.

Marmocchi, P., Dall'Aglio, C., and Zannini, M. (2004). ***Educare le life skills (Educating the life skills)*****. Erickson, Trento.**
The book provides an overview of socio-emotional education in adolescents through meetings, during which, in addition to providing information, discussion and reflection on values, attitudes and opinions that are subject to individual choices are fostered. All through the use of the active methodology, which offers young people a direct involvement and participation, and in parallel the peer education, which promotes participation and responsibility of young people towards their peers.

PSS
Promoting Social Skills

Definitions of 'Social Skills' and Literature

Partner country:	Poland

Our Polish partners offer us three possible definitions of 'social skills' for discussion:

Definition no. 1:

According to M. Argyle (1998) *social skills* are patterns of social behaviour that make individuals more socially competent, that is, able to produce the desired effects on others. Social skills are the behavioural aspect of *social competence*, which also includes knowledge, understanding, lack of anxiousness, contributing to increasing social achievements. Effectiveness of making others act according to our expectations and purposes is the foundation of the social competence as defined by M. Argyle. He understands the notion of social competence as "ability, the possession of the necessary skills, to produce the desired effects on other people in social situations. These desired effects may be to persuade the others to buy, learn, recover from neurosis." (Argyle, 2002).

M. Argyle distinguishes between two social skills' categories that allow us to produce the desired effects in social situations:

- general social skills, required by everyone,
- professional social skills, necessary in many professions.

In the classical meaning by Michael Argyle, social competence is a collection of such skills that decide about the ability to react in an adequate way to a certain social situation. Responsible for the creation and development of social competence are abilities necessary to process behavioural information named social intelligence by Argyle. By means of social competence we can find out what strategy should be used in order to reach our goals.
Thus, social competence can be understood as complex abilities conditioning how effectively we can cope in certain social situations.
Argyle, M. (2002). „Psychologia stosunków międzyludzkich" Warszawa: PWN.
Argyle, M., "The Psychology of Interpersonal Behaviour" (Penguin 1967)

Definition no. 2:

According to Spitzberg and Cupach, it is the ability to establish emotional bonds with other people, understood as defining relations, establishing, developing, and maintaining relationships as well as getting social support. Such approach is called a relational approach. The competence is reflected in ability to perform tasks, within the scope of a particular social activity type or as an ability to perform specific functions according to the adopted standards. High level of competence allows us to find a large number of explanations and predictions concerning one's own behaviour and behaviour of the interaction partners, building complex and more varied constructions of these

interactions.
Spitzberg, B. H., & Cupach, W. R. (1984). Interpersonal communication competence. Beverly Hills, CA: Sage.

Definition no. 3:

Social competence may be regarded as consistent, functional, used in practice and personality conditioned set of knowledge, experience, abilities, social skills. The set enables an individual to establish and develop creative relations and relationships with others, to participate actively in the life of different social groups, to fulfill satisfactorily different social roles and effectively overcome the emerging problems together with the others.

Borkowski, J. (2003). Podstawy psychologii społecznej. Warszawa: Dom Wydawniczy ELIPSA

PSS
Promoting Social Skills

Definition of 'Social Skills' and Context

Partner country:	Bulgaria

Social skills:

Are skills that facilitate interaction and communication between people. The world that young people live, develop and educate in is dynamic as well as closed. That is a result from the rapid development of the informational and virtual worlds. They both give a lot of opportunities to the youth-accessible information, global point of view, but at the same time they take away a lot from the young people like face- to-face communication with other people or the ability to socialize.

In our training lessons the main activities are games, discussions, dealing with different tasks together with peers. The main goals of the lessons are students to develop the skills to freely express their own views, understand the world around them, have accurate self-esteem, understand and accept other people, work in teams and feel joy and satisfaction from face-to-face verbal communication.

The lessons are easy to conduct and enjoyable for the students. They tend to be funny, educative and relaxing. They encourage creativity and students' desire for self-performance of their thoughts, views and intentions.

After piloting the full course of training lessons the young people are expected to socialize more effectively and be aware that this is the right way of communication also enhance their emotional load, improve relationships with friends and have accurate self-esteem.

Part Two: Lesson examples

Choose how you wish to use the lessons – some have been designed by students, some by teachers in schools/colleges and others are nationally available. The lessons can be adapted or used in full. They should generate ideas and discussion and act as support for the development and sharing of skills and knowledge in this area. In some settings the examples may form part of integrated curriculum in others they are additional to the mainstream work.

Partner differences are an advantage within the project as we share diverse practice, experience and expertise in order to develop both teachers and students.

Classification of Lessons

All lesson plans, ideas and activities have been broadly classified into numbered chapters each relating to one of the four Promoting Social Skills themes below. Clearly there are some significant overlaps between the themes and some lessons address more than one. This will be reflected in the use of a second or third classification number in brackets on some lessons. eg. 1 (3,4). We hope this will help to identify particular examples for the needs of different student groups and contexts.

Chapters by Theme:

1. **Develop collaboration, assertiveness and integrity; work with others in teams; negotiate, create confidence & feel empathy**

2. **Develop maturity as an individual: cope with stress / frustration constructively; understand and deal with the difference between personal, public and work contexts**

3. **Take an interest in socio-economic development; intercultural communication; develop ability to communicate constructively in a range of different environments**

4. **Value diversity and show tolerance; express and understand different viewpoints and learn to compromise**

In addition the lesson plans contributed by each country are identified by the institution logo as below:

Bulgaria:

Denmark:

Italy:

Poland:

United Kingdom:

Chapter One

Theme 1: Develop collaboration, assertiveness and integrity; work with others in teams; negotiate, create confidence & feel empathy

PSS
Promoting Social Skills

Theme 1: Lesson Plan 1

Partner country:	UK
Lesson Title:	The Two Column Case Model
Lesson no:	1.1
Social Skill:	Negotiate, create confidence and feel empathy (communication)

Session goals/aims:

The Two-Column Case Model is designed to assist you with stepping back from unsatisfactory conversations, so you can identify patterns and select learning goals. An unsatisfactory conversation is any one that ends with you not feeling good about the results. You might be angry, disappointed, frustrated or just confused, but that's not what you hoped would be the outcome.

Teaching/learning activities:

Identify three or four unsatisfactory conversations you have had. For each, complete Part A. Recreate, as best you can, the most important parts of the conversation. Recount both the spoken dialogue and the unspoken, what you were thinking and feeling at the time.

Then answer the summary questions in Part B to identify themes across the cases and to develop communication learning goals.

Part A: One Conversation

Situation: Who was involved? What is the history?

Intent: What were you hoping to achieve/ trying to accomplish?

Spoken Dialogue	Internal Dialogue
(Your best recollection of what was said)	*(What you were thinking and feeling, but not verbalizing)*

Part B: Themes and Learning Goals

Look at the cases you wrote in Part A and answer the following questions.

In these cases, did you:

- Share your intent with the other person?

- Clearly share your opinion about the topic?

- Explain what facts and/or experiences your opinion was based on?

- Ask if the other person understood your views?

- Make sure you understood the other person's intent and opinion?

If your answer, across your cases, to any of these questions is "No", then you have just identified an area for learning and practice!

Based on the case model developed by Chris Arygris, *Reasoning, Learning and Action: Individual and Organizational*, San Francisco: Jossey-Bass, 1982.

Additional support and reading:

Difficult Conversations: How to Discuss What Matters Most

Douglas Stone, Bruce Patton, Sheila Heen, Roger Fisher

This book was developed from ten years of work at the Harvard Negotiation Project. Written to help professionals, parents, teachers, government officials, corporations and communities, Difficult Conversations offers a concrete, step-by-step approach to preparing for and conducting your most challenging conversations.

Key Tips for Active Listening

By Jeannette Gerzon

Active listening is a foundation communication skill. Its primary assumption is that the listener is trying to understand the speaker's point of view or experience. The following tips, though not always possible in a given moment or place, will aid our effort to hear and understand what the speaker is saying.

Listening Tips that Aid Understanding

- **Choose to listen (or not):** If you cannot listen now but are willing, set a time for later.
- **Find a good space:** choose a place to talk without distractions.
- **Take the time:** let the other person tell their story.
- **Respond (vs. react):** choose your body language, tone, and intention.
- **Show interest:** make eye contact; focus on the person speaking; don't answer your phone or look at your email.
- **"Hear" as well as listen:** it is normal to miss some words or not know their meaning. Ask: "Could you say that again?" "Could you explain.?"
- **Ask questions:** ask for more information, for what happened. Ask if you understand: "Are you saying that.?"
- **Clarify/Paraphrase:** not everyone knows exactly what they mean to say. Check your understanding. For example, "It sounds like what you are saying is____. Is that right?"
- **Be patient:** It's not easy for people to talk about important things.
- **Listen for content and emotion:** both carry the meaning at hand. It's OK sometimes to say, "How are you doing with all this?"
- **Learn:** Listen for their perspective/their view. Listen for their experience. Discover or learn a new way of seeing something.
- **Follow their lead:** See where they want to go. Ask what is important to them (rather than deciding where their story must go or how it must end).
- **Be kind:** Listen with heart as well as with mind

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PSS
Promoting Social Skills

Theme 1: Lesson Plan 2

Partner country:	UK
Lesson Title:	Collaborative working – through domestic activity in groups
Lesson no:	1.2
Social Skill:	Collaborative working

Session goals/aims:

- Students should select and complete a recipe between them (selection can be done prior to the lesson).
- Students will discuss their cookery activity together, including: choices of recipe and approach, turn taking, sharing responsibility, delegating aspects of the work and respecting / celebrating the achievement of the group

Note:

The activity can of course be adjusted to suit a wider range of timings/student groups

Possible recipes that are practical in different classrooms include:
Cake, cookie and sweet decoration – salads or sandwiches if equipment for cooking not available and even non-alcoholic drinks mixing can be introduced with limited facilities

Teaching/learning activities:

Introduction: Ensure that the students are aware of the collaborative social skills aims and provide opportunities to discuss the team work implications and to emphasise respect

Activity	
1.	Student discussion to research and agree recipe and agree plan of action – this should all be jointly produced and prominently displayed
2.	Student team negotiation to jointly agree the sequence and the most practical allocation of tasks Sub- sets of this activity can be varied depending on the age range and familiarity of the individuals with such tasks and with one another
3.	Eg. Lists can be produced/ preferences can be recorded by students and then shared or there could be a random allocation to ensure that the group does not fall into familiar patterns
4.	Employ a student election approach to find a leader responsible for the achievement of tasks in line with the agreed plan
5.	Students to carry out the task in full – teacher monitors to provide intervention /praise as appropriate
6.	Once the food is produced allow students creative space activities – eg. Decorating drinks/cakes with embellishments provided etc. This can give individual students some space

Concluding activity:

Students gather to discuss in groups and then as a whole class the outcome of the activity

- Team work positive and negative experiences
- Learning points emerging from work with others
- What they would do differently and what worked well
- How they will use the products – sharing , selling as enterprise, donating to charity

Resources: Ingredients, cooking equipment, flip charts and pens, cameras if recording discussion and space for student to have break out discussion and decorate/display their products

PSS
Promoting Social Skills

Theme 1: Lesson Plan 3

Partner country:	UK
Lesson Title:	Collaborating to produce a script for role play
Lesson no:	1.3
Social Skill:	Empathy and working with fellow pupils/students

Session goals/aims:
Students to work in pairs and develop role plays around this topic

Teaching/learning activities:
Introduction :
On the theme of isolation and inclusion - use a student generated narrative/ or an evocative picture/ or an example from shared class experience eg. Film or drama recently seen as relevant to group

Use a question and answer session around the group – experienced students can conduct this themselves.

- Focus questions on the feelings of the isolated student
- Why might they be excluded? How do they and others feel? – avoid judgements – consider personal responses
- How could the individual and/or others promote dialogue and involvement?

Students produce a script customized to their own setting:

- Manage the process and record it on flip chart
- Students provide ideas for including the isolated person initially using their own experience. They discuss and share and then write up various strategies
- From this one is chosen and a script is written for a role play of how to interact with others

Provide a sample script if necessary but try to avoid stifling their ideas and ensure that there is plenty of time for rehearsal and recording (use of video can be very helpful for follow on activity if the group is well prepared)

Concluding activity:
Should allow students to gather and celebrate the positives and learn from tensions or difficulties which arose.
Students should consider how the learning will extend into their school, college or whole school activity

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Promoting Social Skills

Theme 1: Lesson Plan 4

Partner country:	Poland
Lesson Title:	The basic skills of effective communication
Lesson no:	1.4
Social Skill:	Effective communication
Duration of lesson	1.5 hours
Target group	Youth aged 14-19 years

Session goals/aims:

Aims:

1. Illustrating the sources of potential communication mistakes and their influence on communication effectiveness - building up the pupils motivation to work on their communication effectiveness.
2. The collective, the pupils' and the teacher's, work and reflection on the rules of formulating precise verbal messages.
3. Providing the knowledge about the techniques of effective communication: open/closed questions, clarification, paraphrase and the rules of using them
4. Creating the opportunity for pupils to practise new communication techniques and experiencing their influence on communication effectiveness.

Objectives:

The pupils will:

1. become aware of the sources of potential communication mistakes and their effects on communication effectiveness, which let them pay more attention to their every day communication and improve its effectiveness.
2. prepare, with a teacher's help, the list of the rules of formulating precise verbal messages.
3. acquire the knowledge about the techniques of effective communication: open/closed questions clarification, paraphrase and the rules of using them in every day communication
4. have the opportunity to practise new communication techniques (listed above) and experience the effects of using them

Teaching/learning activities:

1. Introduction (5-10 min.):

1.1 Greeting pupils, presenting the goals of the class and the programme

1.2 Organizational arrangements and establishing the rules that should be obtained during the class (if it is needed and not have been done during the earlier classes)

1.3 Getting known pupils name (if it is needed)

2. The precision of verbal message (20 min.)

Exercise aims: 1. Warming up the group
2. Illustrating the sources and effects of communication mistakes
3. Listing up the rules, which help to formulate precise verbal messages.

The methods: mini-simulation, brain storming moderated by the teacher (at a pinch working in small groups)

This exercise consists of two phases:

Phase 1: The teacher begins with simple exercise that illustrates the sources and effects of communication mistakes. Each pupil is given a A4 format sheet of paper. Then the teacher gives the pupils the following instruction: "I will be giving you the instruction what to do with the paper you are holding now. Please follow the instruction independently which means without consulting with others and without asking me any questions". Then, the teacher gives the pupils two simple instructions of what to do the sheet of paper e.g. fold the sheet of paper in half and abscise the top, right corner of the paper; then fold what remain in half and again abscise the top, right corner of the paper. Then, the teacher asks the pupils to put down the papers to let everybody see them.
In conclusion the teacher should emphasize that the differences between each pupil's papers (in spite of being given the same instruction) result from communication mistakes (in this exercise these mistakes are deliberate). These mistakes can be made by the message sender-the imprecise message and the message receiver – e.g. lack of questions. The correction of these two kinds of communication mistakes is the goal of this class. We start with the message sender mistakes-improving the message precision.

Phase 2:
The teacher runs a brain storming whose aim is to prepare the list of on the rules of formulating precise verbal messages. The role of the teacher in this phase is to moderate the discussion, to ask the the questions that leads the discussion e.g. "What kind of words should we avoid to make the message more precise?", to reinterpret the pupils' proposals or make them more precise if it is needed and to add some rules if the pupils didn't propose them earlier. In conclusion the teacher should encourage pupils do follow these rules in every day communication, especially when the precision of communication is crucial.
Attention: When the group is big this exercise may be run in small group, with teacher's support and monitoring. The effects of small group's work should be gathered on the board, summed up and, if needed , complemented by the teacher.

3. Active listening (20 min.)
Exercise aims: 1. Illustrating the role of active listening
2. Building up the attitude of message receiver responsibility for communication effectiveness
The methods: communication exercise

The teacher asks for 7-8 volunteers. Then he/she asks the volunteers to leave othe classroom for a few minutes. The teacher also leaves the classroom and informs the volunteers that they will be invited to the classroom one by one, every 1-2 minutes. Then he/she comes back to the classroom to inform the other pupils (these who stayed inside the classroom) about the goal and the rules of this exercise.
One of the pupil (from these who stayed inside the classroom) is handed over a story prepared earlier by the teacher. The pupil reads the story to all the pupils who stayed in the classroom. Then this pupil is supposed to tell the first volunteer (from these outside the classroom) the story as precisely as possible. This volunteer is supposed to retell the story next volunteer and so on until the story reaches the last volunteer. These pupils who are told the story cannot ask any questions, cannot ask the story teller to repeat anything and cannot write down any pieces of the story. The pupils who do not take part in passing the story on are supposed to observe the whole process of communication and write down how the original story is changing. The teacher asks the observers not to help in any way to the story tellers.
After the story "reaches" the last volunteer, he/she retells the story to whole class, as he/she remembers it. Then the teacher should, together with pupils, analyse what has happened to the original message. The teacher should emphasize that people often, in spite of good intentions (no one wanted to change the message deliberately),:

- listen to the message selectively
- unconsciously add some new information to these they have just heard
- distort the message by their interpretation.

These mechanisms can be the sources many communication mistakes, even when the message sender tries to communicate very precisely. That's why the message receiver is also responsible for the communication effectiveness. At this point the teacher should introduce the notion of active listening, emphasizing that during the next two exercises the pupils will learn two useful techniques of active listening that improves the communication effectiveness.

Attention: The story that is used in this exercise (prepared by the teacher) should meet two main criteria:

- it should be long enough- minimum 10 sentences
- it should refer to commonly known story (e.g. a fairy tale or a legend) to activate ready interpreting schemas. However there should be important differences between the original, commonly known story and the story used in this exercise by the teacher.

4. Closed/open questions (15 min.)

Exercise aims: 1. Illustrating the role of questions in the communication process
2. Illustrating the functions of closed and open questions in communication process

The methods: work in pairs, group discussion

The pupils work in pairs in this exercise. First, each pupil should choose some character for himself/herself. The character can be taken from literature, films or it can be a real one (living nowadays or in the past). But the chosen character must commonly known. The task of each pupil is to find out what character his/her partner has chosen. To do it they can ask questions to their partner. But in the first phase they can ask only closed questions (the questions you can answer only with "Yes/No/I don't know"). In the second phase the pupils (after choosing another character) can ask both closed and open questions. Of course except questions like "Who are you" or "What character have you chosen?"

In summing up the teacher should introduce the division of the questions: closed questions and open questions. Then he/she asks about pupils experiences from the first phase (only closed questions) and the second phase (both open and closed) and the difference between these situations. In conclusion the teacher should emphasize the differences between the information we acquire by asking these two kinds of questions and different functions these questions have in the information acquiring process

5. Paraphrase and clarification (20 min.)

Exercise aims**:** **1. Introducing the notion of paraphrase and clarification as the communication** techniques that improve communication effectiveness.
2. Creating the opportunity to practise new communication techniques: paraphrase, clarification and closed/open questions.

The methods: mini – lecture, work in pairs

The teacher begins this exercise with mini-lecture to introduce the notion of paraphrase and clarification. The teacher should explain the structure of these techniques and their functions in interpersonal communication process (referred to communication mistakes described and analysed earlier).

Then the teacher asks the pupils to work in pairs. One pupil from each pair tells the second pupil any story (but not too short, it should last for at least 5 minutes). The second pupil's task is to listen actively, using the techniques they learnt earlier: paraphrase, clarification and closed/open questions. Each pupil who is a listener should, after the end of story, paraphrase the whole story in 2-3 sentences, checking if he/she understood the whole story properly. Then, the pupils change roles of listeners and story tellers. In conclusion the teacher gathers and sums up the pupils

experiences both, when they played role of listener and when were a story teller.

6. Summing up and pupils questions (5 -10min.)

In conclusion the teacher should emphasize that in verbal communication a lot of mistakes may appear. Thanks to the techniques we learnt during this class, we minimize the risk of their appearance. And this means improving of communication effectiveness.

VII. Materials

Board or flip chart (preferred), markers, some sheets of paper for pupils

VIII. Literature

- Johnson D. W (1992) *Podaj dłoń*. PTP. Warszawa.
- McKay, M., Dawis M. i Fannig P. (2001) *Sztuka skutecznego porozumiewania się* Gdańskie Wydawnictwo Psychologiczne, Gdańsk
- Ministerstwo Edukacji Narodowej, (1999) *Jak żyć z ludźmi (umiejętności interpersonalne),* Agencja Informacji Użytkowej, Warszawa

PSS
Promoting Social Skills

Theme 1: Lesson Plan 5

Partner country:	Poland
Lesson Title:	Effective conflict management – negotiation skills
Lesson no:	1.5
Social Skill:	Effective conflict management
Duration of lesson	1.5 hours
Target group	Youth aged 14-19 years

Session goals/aims:

Aims:

1. Introducing the distinction between positions and interests in conflict situations
2. Illustrating the different results of focusing on positions and focusing on interests during the conflict.
3. Providing the knowledge about communication focused on interests in conflict situation
4. Providing the opportunity to practise conflict managing focused on interests

Objectives:

The pupils will:

5. learn to distinguish their needs from the positions in the conflict situation, which is one of the basic skill, essential in problem solving approach to conflict.
6. learn to analyse conflict in terms of needs of both sides
7. get to know the basic communication tools which aim is to communicate our needs and identify the needs of others effectively
8. have the opportunity to practise conflict managing focused on both sides' needs

Teaching/learning activities:

1. Introduction (10-15min.):

1.1 Greeting pupils, presenting the goals of the class and the programme

1.2 Organizational arrangements and establishing the rules that should be obtained during the class (if it is needed and not have been done during the earlier classes)

1.3 Getting known pupils name (if it is needed)

2. Positions versus needs in conflict situation (20-25 min.)

Exercise aims: 1. Illustrating the differences between a position and a need in conflict situation
2. Communication focused on positions versus communication focused on needs- illustrating the differences in effectiveness.

The methods: simulation in pairs, group discussion, mini-lecture

The teacher asks the pupils to work in pairs (at a pinch one group of three). Next he/she asks one person from each pair to leave the classroom for a few minutes (the teacher leaves as well, asking the ones who stay inside to wait for a minute of two). Every pupil outside the classroom is given situation description from the attachment 1a and told by the teacher that their task is to negotiate (find solution) with the other person from his/her pair. Their situation and their goals in this simulation are described in the instruction they are given. Pupils have approximately 3 minutes to

prepare to simulation (the teacher should ask them not to communicate to each other). Then the teacher comes back to the classroom to the pupils that stayed inside the classroom. These pupils are told the same instruction as these outside the classroom, but they are given situation and goals description from attachment 1b. After the preparation (monitored by the teacher) the pupils come back into the classroom and begin their negotiation in pairs. Pupils from each pairs negotiate independently (they should find such place that they won't interfere each other). Time of this part of exercise- 5 minutes.
After the simulation of negotiation in pairs the teacher checks what is the result of them. Then she/he sums up the exercise to show that the key to successful negotiation in this simulation was communicating the needs (shell and yolk). The teacher should introduce a distinction between the positions ("What do we want") and the interests ("Why do we want it?"). Eventually during the mini-lecture she/he shows the benefits of communication focused on needs and describes the communication tools which helps to communicate our needs and to identify the other side needs.

3. What are their needs- exercise of naming the both conflict side needs (15min)
Exercise aims: Learning to analyse the conflict in terms of both side needs
The methods: working in small groups, group discussion moderated by the teacher

The teacher divides the group into a few subgroups. Each subgroup is given the description of two conflict situations (attachment 2). The task of each subgroup is look for the answer of why each side of the conflict takes such positions. In other words what their needs are. Then each subgroup present their proposals and the teacher writes them down on a board. The proposals are supposed to be the basis for the discussion "What can be important for person X – what are his/her needs" - moderated by the teacher.
In conclusion the teacher should emphasize that there is no one correct answers in this exercise because the needs of people can be different. The aim of this exercise is to look at the conflict from other perspective- perspective of conflicted people's needs. The teacher should emphasize that the questions they have asked during this exercise are worth asking ourselves and the others during the conflict situation in real life situations. Thanks to them we will be able to concentrate on looking for problem solution instead of getting involved in fight.

4. Conflict managing focused on needs- role playing (35 min)
Exercise aims: 1. Practising of communication focused on needs in conflict situation.
2. Practising of problem solving approach to conflict (e.g. dealing with and Communication of negative emotions)
The method: Role playing

The teacher divides the group into two subgroups. During the role playing the first group will be representing a mother/father, the second group will be representing a son/daughter. The conflict situation in the role playing is the following one:

> "A 16 year old son/daughter wants to go for his/her first all-night party. So far he/she has always come back before 11 p.m. However the mother/father definitely doesn't want to agree on all-night party."

The teacher can change/add some details to situation description if she/he thinks that it will make it more adjusted to particular group.

Continued on next page ……

The exercise is divided into three phases:

Phase 1. Preparing to the simulation according to the following schema:

Our needs	The other side needs
1. 2. ...	
What are the possible solutions that satisfy the above needs of both sides (at least partly)?	

At this point the teacher, working with subgroups, should emphasize that when we think about our needs we also should decide which of them are the most important for us and which of them we can give up, if it is essential.

Phase 2: The role playing between the representatives of each group. This phase is difficult for pupils (representatives) because of a few reasons: performance in front of the group, necessity of using many new skills. Because of it the teacher should support the representatives, ensure that they can have a break at every moment, consult with their subgroup or quit role playing.
Attention 1: The role playing may take place in pairs. Such solution can reduce pupils stress, boost their safety. Moreover every pupil will have the opportunity to experience the negotiation focused on needs. The drawback of such version is that the teacher has no opportunity to comment the whole process, give the feedback to pupils which each quite important from educational point of view.
Attention 2:The teacher should encourage pupils to use the methods they learnt during the earlier classes, with the emphasis on:

- I- message
- calling/acceptance of emotions
- paraphrase

Phase 3: The discussion about the role playing and its results. The exemplary teacher questions: "What (which questions, statements) was effective in this role playing?", „Which questions have helped to find out the needs of the other side?" „What should be improved/ changed?" „Which needs of both sides have been satisfied (at least partly)?etc.

5. Summing up and pupils questions (5 -10min)

Resources:

Board or flip chart (preferred), markers, some sheets of paper for pupils, attachments 1a, 1b, 2

Literature:

Fisher R. i Ury W., (1991) *Dochodząc do tak. Negocjowanie bez poddawania się,* Państwowe Wydawnictwo Ekonomiczne, Warszawa

IX. Attachments

Attachment 1a

Instruction 1 - "Save Africa"

Imagine you work for the international organisation "Save Africa". The new fertiliser has been discovered recently. Thanks to it, all vegetables and wheat could be grown on Sahara and other

deserts. It would practically eliminate the problem of hunger in Africa.
However to produce this fertiliser you need one substance which can be found only in the eggs of rare species of birds. This substance is essential for producing the fertiliser and it is in egg yolk. This species of birds lives only on Hong islands. The attempts of breeding these birds in other places have failed. To make the production of the fertilizer possible you have to gain as many eggs as possible from these that there are now on Hong islands. So you are flying to Hong islands to buy all the eggs that are currently on the islands (if it is possible) from the Hong inhabitants.
However there is one big problem. You know that the representative of the other international organisation called "Happy World" is flying to Hong islands with the same task as yours- he/she wants to buy 100% of eggs gathered on Hong islands. This is absolutely certain information although you do not know why he/she needs the eggs. You meet him/her in the plane you are flying. Your task is to negotiate with him/her. Your task is to make him/her agree you will buy 100% eggs, or as many as possible. You must make the agreement before the plane landing (you have 5 minutes).

Attachment 1b

Instruction 2- "Happy World"
Imagine you work for the international organisation "Happy World". The new vaccine against cancer has been discovered recently. It prevents all known kinds of cancer.
However to produce this vaccine you need one substance which can be found only in the eggs of rare species of birds. This substance is essential for producing the vaccine and it is in egg shell. This species of birds lives only on Hong islands. The attempts of breeding these birds in other places have failed. To make the production of the vaccine possible you have to gain as many eggs as possible from these that there are now on Hong islands. So you are flying to Hong islands to buy all the eggs that are currently on the islands, if it is possible, from the Hong inhabitants.
However there is one big problem. You know that the representative of the international organisation called "Save Africa" is flying to Hong islands with the same task as yours- he/she wants to buy 100% of eggs gathered on Hong islands. This is absolutely certain information although you do not know why he/she needs the eggs. You meet him/her in the plane you are flying. Your task is to negotiate with him/her. Your task is to make him/her agree you will buy 100% eggs, or as many as possible. You must make the agreement before the plane landing (you have 5 minutes).

Attachment 2

1. The son has had the driving licence for two months. He has promised his friends that he will borrow a car from his parents and they will drive to concert that takes place in the city, 100 km away. When his father heard about it he got very angry (which surprised the son a little bit) and said that he definitely won't lend the son the car. What are the needs of father and son in this conflict?

2. Two sisters, aged 14 and 17, have recently often argued about the untidiness in the room they share. The older sister gets angry with her younger sister when she invites her friends and the room is a completely mess. She is also shamed when her friends see all this mess. After her friends leaving she angrily orders the younger sister to clean up the room. But she just answers that it is also her room and nobody will tell when she must do the cleaning. What are the needs of each sister?

PSS
Promoting Social Skills

Theme 1: Lesson Plan 6a

Partner country:	Italy
Lesson Title:	The Animal City
Lesson no:	1.6a
Social Skill:	Self-consciousness, empathy, stress and emotion management
Duration of lesson	50 minutes depending on the number of participants

Notes to the tutor:
Depending on the available time, instructors can organize just an activity or both. If both (1. The animal city 2. What animal are you) the draws of the first one cannot be shown before activity begins but only after all the participants end both description and draws about their mates. Discussion and final thoughts must be at the end of the activity in order to avoid influences.

Session goals/aims:
Aims:
To know ourselves: our nature, crowing glories and weak points, desires and needs. To show them to other people while learning possible emotions and stress they can take to.

Teaching/learning activities:

Resources:
A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens.

All participants have a pen and a white sheet. The instructor asks them to draw (or write down the name if the draw is not clear) the animal to which they feel more identified both for psychological characteristics and behaviour. After writing the word "today" on the sheet the instructor asks participants to fold and keep it.
Another sheet will be given to participants and they will be asked to draw (or write the name) the animal they would be or become. Another time the instructor will ask the participants to fold the sheet and keep it. At this point the instructor asks participants to show the first draw and to explain the characteristic in which he recognizes himself and why, and to do the same with the second draw. All participants will show and explain their drawings.
The free group-discussion will be about expectative, ideas and opinions of participants as regards their mates.

Suggestions to the instructor: while participants are comparing the draws, it is important to encourage the analysis of different characteristics and similarities and also differences in perception.

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Promoting Social Skills

Theme 1: Lesson Plan 6b

Partner country:	Italy
Lesson Title:	What animal are you?
Lesson no:	1.6b
Social Skill:	Self-consciousness, empathy, stress and emotion management
Duration of lesson	50 minutes depending on the number of participants

Notes to the tutor:

Depending on the available time, instructors can organize just an activity or both. If both (1. The animal city 2. What animal are you) the draws of the first one cannot be shown before activity begins but only after all the participants end both description and draws about their mates. Discussion and final thoughts must be at the end of the activity in order to avoid influences.

Session goals/aims:

Aims:

To understand how people see us in relation to how we see ourselves. To be conscious of their images, to learn how to manage emotions and stress caused by others' judgement.

Teaching/learning activities:

Resources:

A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens.

All participants have a pen and a sheet on which top they are asked to write their name. The instructor collects the sheets and distributes them at random. He will ask participants to write down at the bottom of the sheet what is the most similar animal to the name on the top considering psychological characteristics and behaviour.
All participants will fold the sheet and pass it to the left-side mate. Once the sheet comes back to the one concerned he/she will also write the name of the animal to which he/she feel more identified. Contents are so anonymous.
Once finished the instructor collects the sheets and reads them one by one to every participant who will have time to comment, reflect, find similarities or differences, accept or refuse others' opinions.
Afterwards the group takes the floor to express their opinions (without revealing who wrote what).
If also the first activity has been done, they will show and explain draws starting with the "today" animal followed by the other one.

Suggestions to the instructor: During the activity (reading and comment of animals-name pairs) it is useful to incite participants to think before about the reasons of their choices and then their contribution in the interpretation of psychological characteristics of other participants-animals. Furthermore, the instructor must stimulate eventual differences in perception during the following draws comparison.

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Promoting Social Skills

Theme 1: Lesson Plan 7a

Partner country:	Italy
Lesson Title:	Tribes
Lesson no:	1.7a
Social Skill:	Interpersonal relationships, problem solving and decision making
Duration of lesson	30 minutes

Notes to the tutor:
The activities scheduled for lessons 8a and b must respect the following order as there is a logical continuity.

Session goals/aims:
Aims:

1. To interact and positively relate with others.
2. To accept and manage comparison with people.
3. To elaborate the decision making process in a positive way.
4. To develop sense of belonging to a group by creativity.

Teaching/learning activities:

Resources:
A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens, pencils and/or drawing pens.

The instructor asks participants to divide into groups (depending on the number of participants) of at least 7 people to a maximum of 10. Each of these groups will be a tribe that must follow some rules:

1. to choose a name,
2. to choose a motto,
3. to draw a logo/symbol,
4. to elect a chief.

All the choices will be shown to the members of other tribes.

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Promoting Social Skills

Theme 1: Lesson Plan 7b

Partner country:	Italy
Lesson Title:	Castaways
Lesson no:	1.7b
Social Skill:	Interpersonal relationships, problem solving and decision making
Duration of lesson	1 hour

Notes to the tutor:
The activities scheduled for lessons 8a and b must respect the following order as there is a logical continuity.

Session goals/aims:
Aims:

1. To accept and manage comparison with people
2. To elaborate decision making in a positive way
3. To face and solve problems in a constructive way.

Teaching/learning activities:

Resources:
A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens.

The instructor asks participants to divide into groups again and reads them aloud the role playing for the activity.

"After a shipwreck you find yourselves on a tropic island in the middle of the Pacific Ocean. You know that the only village on the island, the only chance to find help is at 5 days walking from where you are. Two of you are hurt and they can't walk. They won't take part to the discussion. From the ship you brought:

1 lighter, 2 flasks, 1 compass, 2 fabric clothes, 1 box of meat tins, 1 rope, barbed wire, some string, 5 lifejackets, 1 first aid kit, 1 transistor radio , 1 machete, bug spray, 1 electric torch, 1 map of the island, 3 freeze dried milk boxes, 1 very pistol.

Considering that the only hope to be safe is to reach the village as soon as possible bringing just 10 objects from the list, what would you do?"

Therefore the instructor dictates the same list to participants. They have to choose *individually* the 10 objects they would bring with them making a list from the most important up to the less (*max 7-8 minutes*).
When everybody has finished, the instructor asks each group to make a common list. Each object will be a choice of all members without majority voting. Everyone must justifies personal choices to the others and can change his mind only if others' ideas, reasons and explications really convince him. The group must decide also what to do with the two injured (*about 40 minutes*: groups do not have to know how many times on their hands. They will be warned just 4 minutes before the end of the activity).

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At this stage, instructor asks chiefs to be the spokesmen of their group, representing their tribe and all its choices (list and organization) during the discussion that will take to a final list and decision of all participants.

It will follow a free final discussion about observations both on the work of the small group workshops (activity 5 in comparison with unit 6) and the one of their leaders and also his/her authority inside the tribe.

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Theme 1: Lesson Plan 8a

Partner country:	Italy
Lesson Title:	The Geometric Drawing
Lesson no:	1.8a
Social Skill:	Effective communication
Duration of lesson	30 minutes

Preparation:
Introduction to the project, to actors and their rules and to the active methodology to be used during scheduled meetings (*10 minutes*).
Definition and sharing of activities *rules*: for example, respect for other people (opinions, feelings and points of view), respect for privacy, respect to speaking turns during dialogues, etc (*15 minutes*).

Session goals/aims:
Aims:
Consciousness of all communication aspects.

Teaching/learning activities:
Resources:
A room where it's possible to comfortably sit down in circle (also on the floor), 3 sheets with the same geometric drawing, white sheets, pens.

The instructor asks participants to divide into groups again and reads them aloud the role playing for the activity.

The instructor asks for 3 volunteers. Two of them leave the room while the third stays. The other participants receive a pen and a white sheet. The volunteer left in the room will describe a draw they will try to reproduce on the sheet following his instructions.
He has to describe the geometric draw on his sheet without looking at the group. To ask for questions or explications is not allowed. The group must keep silent and just draw what they imagine from description.
The second volunteer can look and talk to the group also gesticulating. Neither in this case asking for questions or explications is allowed.
The last volunteer is free to express himself. He can communicate with participants and they can ask but the answers can be just "yes" or "no".
At the end of the game participants discover that the three geometric draw were the same.

Suggestion to the instructor: As the draw is the same on the 3 sheets be sure participants notice each volunteer is taking a different sheet. It is important to underline different kinds of communication (some easier than others).
ALL participants, both who spoke and who drew, are leaded up to thinking about which is the best kind of communication depending on the context and also on the purpose of the speaker.

PSS
Promoting Social Skills

Theme 1: Lesson Plan 8b

Partner country:	Italy
Lesson Title:	The Cigarette Pack
Lesson no:	1.8b
Social Skill:	Effective communication
Duration of lesson	About 30 minutes

Preparation:

Introduction to the session and explanation of the activity relating to effective communication.

Session goals/aims:

Aims:

Consciousness of all communication aspects; quality and accuracy in listening, interferences and attention to implicit rules.

Teaching/learning activities:

Resources:

A room where it's possible to comfortably sit down in circle (also on the floor), sheets, pens.

The instructor gives participants a sheet and a pen and asks them to answer in writing four easy questions respecting the following:

A. any answer can't be modified,

B. neither asking for questions or commenting to instructor or other participants is not allowed,

C. copying is forbidden,

D. laughing is not allowed.

After participants accept the rules, the instructor ask participants the following questions in this order, one by one, leaving the time to answer between one question and another:

1. How many cigarettes in *a pack*?
2. How many cigarettes in *a cigarette pack*?
3. How many cigarettes in *a full cigarette pack*?
4. How many cigarettes in *this* cigarette pack? (the instructor puts an hard not sealed pack of cigarettes in an available place to the students. Neither too close to the instructor not to one of the participants. It may be on the desk if the activity is played in a classroom)

Free remarks and discussion.

Suggestion to the instructor: The D rule is paradoxical so everyone will laugh! The activity helps in pointing put quality and precision in listening (in particular or in general). It also underlines inferences caused by gradual information collecting (answers) and responsibilities ascribed to implicit rules within the setting where the activity is played. In particular the first answer is made in a generic and open way: A semantic combining of the words "cigarettes" and "box" leads to an answer but makes people forget that there are different types of packs. The *second* answer reveals the linguistic trap but another inference comes into play: they imagine a full pack. The *third* question takes to an answer based on their own knowledge (10, 20, 25, 50 cigarettes packs are sold). The only chance to answer the *fourth* is through an action: to open the box and count how many cigarettes are inside. This activity underlines how many people do not accept their ignorance and their impossibility to answer to the questions as they are too generic. So as not to keep silent they answer "spreading numbers". Many people try to guess also the answer to the last question without doing the only thing they could do to have the right answer even if any rule forbids it (implicit behaviour rules).

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Promoting Social Skills

Theme 1: Lesson Plan 8c

Partner country:	Italy
Lesson Title:	The Self Portrait
Lesson no:	1.8c
Social Skill:	Empathy
Duration of lesson	1 hour or more depending on participants

Preparation:
Introduction to the session and explanation of the activity relating to effective communication.

Session goals/aims:
Aims: Self-analysis; communicating feelings and accepting/reflecting on criticisms

Teaching/learning activities:
Resources:
A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens

All participants have a sheet (same size) and a pen. The instructor asks everybody to make a drawing or to write a sentence that in some way can represent their selves. It must describe their way of being or think or feel in that moment of phase of their life. The sentence can be also the title of a movie or a book or a song or just a part of a song or a poetry. Everything can describe what their feelings in that particular moment. The sentence will be anonymous. Once done the instructor will collect all the sheets (*no more than 15 minutes*).
Later participants read the sheets one by one and after observing each one carefully they will tell their personal opinions and hypothesis on character and personality of the author and on what she/he pretended to say about himself/herself.
Once all the works have been commented participants are asked to reveal their own one, to explain what they pretend to express and to say what and why affected them most about what said.
Free final discussion.
Suggestions to the instructor: in order to not influence participants' mind, it's better if the instructor doesn't start to comment. It would be also convenient to write down all the opinions and use them for a final summarizing comment. Furthermore to notice who participated more and who less and also the elaboration ability on participants' works made by others.

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Promoting Social Skills

Theme 1: Lesson Plan 8d

Partner country:	Italy
Lesson Title:	How others see us
Lesson no:	1.8d
Social Skill:	Empathy
Duration of lesson	1 hour or more depending on the number of participants

Preparation:

Introduction to the project, to actors and their rules and to the active methodology to be used during scheduled meetings (*10 minutes*).

Definition and sharing of activities *rules*: for example, respect for other people (opinions, feelings and points of view), respect for privacy, respect to speaking turns during dialogues, etc (*15 minutes*).

Session goals/aims:

Observation and consciousness raising of positive and negative aspects of our and others' personality and character thanks to the management of emotions and stress caused by judgments .

Teaching/learning activities:

Resources:

A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens.

All participants have a white sheet and a pen. They are asked to write in column (leaving enough space to write in between) the name of all participants (he/ she included) starting from the one on the left of the instructor going on in circle up to the one on the right.

Participants will write something next to each name to describe that person trying to be creative and imaginative: an animal, a pasta dish, a drink, an adjective, a book title without using colours if referred to the clothes they are wearing. The instructor will remember that as a game it won't be useful neither to be too bad or too good; the key is to listen to our emotions and try to understand what people transmit.

Sheets are anonymous. The instructor will collect them to read to each participant. The list of words will be a description of how each person is seeing by others. Some of them completely unknown by the person concerned.

Suggestions to the instructor: the instructor will invite each student to comment, explain, accept, disagree or agree what noticed and underlined by the others giving a reason. Without forgetting that is a play and the aim is to reflect and if some judgments can make someone angry, he/she will be invited to find the reason.

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Promoting Social Skills

Theme 1: Lesson Plan 8e

Partner country:	Italy
Lesson Title:	Which is the best solution?
Lesson no:	1.8e
Social Skill:	Interpersonal relationships, problem solving and decision making
Duration of lesson	50 minutes

Session goals/aims:

1. To accept and manage comparison with others
2. To actively elaborate the decision making process
3. To face and solve in a constructive way problems
4. To learn to listen to people.

Teaching/learning activities:

Resources:
A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens, pencils and/or drawing pencils.

The instructor asks participants to form groups from a minimum of 7 people to a maximum of 10 (depending on the total number). The idea is to have from 3 to 5 groups. Once done the instructor reads to everybody the problem to solve, expressly created for the activity. Each group will receive then the text and they will discuss the question trying to find a solution all together (without majority voting. Everyone must justifies personal choices to the others and can change his mind only if others' ideas, reasons and explications really convince him)
Then the group chooses a spokesman to communicate it.
Discussion among groups about possible solutions and differences.

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Promoting Social Skills

Theme 1: Lesson Plan 8f

Partner country:	Italy
Lesson Title:	Life Skills
Lesson no:	1.8f
Social Skill:	Interpersonal relationships, problem solving and decision making
Duration of lesson	30 minutes

Session goals/aims:

1. To accept and manage comparison with others
2. To actively elaborate the decision making process
3. To develop a sense of belonging to the group through creativity

Teaching/learning activities:

Resources:

A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens, pencils and/or drawing pencils.

The same groups will be invited by the instructor to compare their opinions about the meaning of every "life and social skills" came out during the activities and also on how they could share them with contemporaries.

Exhibition of works, discussion and opinion comparison among groups, activity solution and works, also graphics.

PSS
Promoting Social Skills

Theme 1: Lesson Plan 9a

Partner country:	Denmark
Lesson Title:	Team ball - basketball
Lesson no:	1.9a (lessons 1-4)
Social Skill:	Social competence
Context	The older classes in a European country – 24 pupils, four on each team, two teams per court in all three courts. Two lessons a week over a time span of four weeks with matches against other schools.

Session goals/aims:
To develop social competence through participation in team sports

Teaching/learning activities:
Resources:
Equipment and space for basketball.

Lessons 1-4 are used for training in the fundamentals of basketball – a warm up dance, dribbling, passing, shooting, a light game.

Actions: Start from scratch – make learners familiar with dribbling drills, movement patterns, passing and shooting.

- Dribbling exercises: The teacher demonstrates a dribbling technique and the pupils repeat. Several different displays.
- Movement Patterns: pupils learn to move in different patterns, both with and without the ball.
- Passing: The pupils pass the ball between themselves and a partner. The teacher shows how. Shooting: Various shots and shooting angles are explored and tested. Again, the teacher demonstrates how it is done correctly.

Pupils are then split into small groups, they show each other their newly learned exercises, and they give and receive response from each other.
The NBA 2-ball exercise is practiced to train pupils' collaboration in pairs.
Team Ball: Passing is the name of the game - how many passes does your team need to get points? What is reasonable?
Tag: Two versions - you can be caught when you have the ball. You can be caught when you do not have the ball. Tactical understanding and teamwork are central elements of this game. Which passes are accepted by the team and which are not?
Signs: Do the pupils take responsibility for the game? Are they engaged in the various exercises? How do they react to conflict? Are there signs of learning and improvement outside the basketball court?
Evaluation: We will use a formative type of evaluation. The teacher must constantly pay attention to the signs the pupils show through the various exercises – do they manage to participate actively and constructively as a team?

PSS
Promoting Social Skills

Theme 1: Lesson Plan 9b

Partner country:	Denmark
Lesson Title:	Team ball - basketball
Lesson no:	1.9b (lessons 5-6)
Social Skill:	Social competence
Context	The older classes in a European country – 24 pupils, four on each team, two teams per court in all three courts. Two lessons a week over a time span of four weeks with matches against other schools.

Session goals/aims:
To develop social competence through participation in team sports

Teaching/learning activities:

Resources:
Equipment and space for basketball.

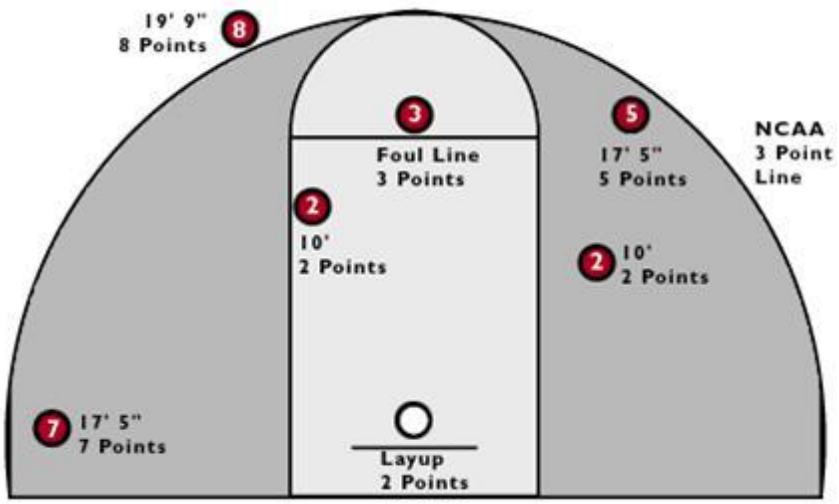
Lessons 5-6: developing skills and teamwork

The warm up:
Tag: two catchers. There are three basketballs in the game. If you have a ball in your hands, you cannot be caught. The pupils who are not catchers must work as a team and support each other in not being caught. They must spot the team mates who are in trouble and hand them a ball so that they gain immunity. When the pupils have gotten used to this version of tag, the reversed version is introduced. One can now only be caught if one has a ball. More balls are introduced – around 7-8 dependent on how many pupils there are. Key focus points are communication, interaction and teamwork. This warm up takes approximately 15 minutes.

Team Ball: two teams of 4-5 players play against each other on a badminton court. 10 successful passes in a row equals a scoring. As the game goes on, the pupils make developments to the game rules. One player on each court is delegated the role as spokesperson in the small timeouts where the new rules are discussed. The game is ideal in relation to conflict solving, taking responsibility, negotiation, communication, interaction and teamwork. It is an ideal introductory exercise for basketball because pupils learn to think positioning as they must find space so that they can receive a pass. It may be advantageous to split the pupils up in levels so that everyone has a fair chance to participate. The game takes 15 minutes.

Shooting practice: Lay ups and one-handed shots are practiced in small groups around a basket. Pupils must communicate advice to one another in order to improve their shooting technique. This takes 10 minutes.

NBA 2 – ball:
The game is played in teams of two. Each team has one minute to score as many points as possible. Pupils take turns shooting from the red points on the diagram above. If they score, the number of



points in the red circles are awarded. Each player has one lay-up during the one minute. The teams compete constantly as they take turns shooting. There is focus on communication and cooperation. The game takes 20 minutes.

Backboard ball: Played on a proper basketball court. Teams of 4-5 players have to score as many points as they can. Points are scored when one player throws the ball against the backboard and another player catches it. Each time a point is scored the ball is given to the opposing team. The game is structured so that not all players have to have touched the ball before a point counts, because this may put unnecessary pressure on the players who are not so comfortable with the game. Allowing scores to count regardless of whether all pupils have touched the ball removes pressure and, contrary to ordinary basketball, players cannot play egoistically. They have to work as a team; otherwise, the team cannot score points. This game develops communication, teamwork, social skills and responsibility. It takes 15 minutes.

Basketball match: All strands worked on through training are put together for the match. There is focus on many dimensions now. There is a team captain and the pupils are assigned various parts on the team: one point guard, two forwards and two centres. After a while, pupils switch places so that everyone tries the various positions. The pupils must be flexible and have the ability to take on the different roles. Team communication, togetherness and teamwork are essential if a team is to be successful on the court. The basketball match takes 15 minutes.

PSS
Promoting Social Skills

Theme 1: Lesson Plan 10

Partner country:	Denmark
Lesson Title:	Promoting social skills through power jumping
Lesson no:	1.10 (lessons 1-4)
Social Skill:	Developing social skills
Context	• Secondary classes • 28 pupils • In a gym • Warmed up pupils • 90 minute lesson

Session goals/aims:
Enhancement of social skills through power jumping.

Teaching/learning activities:
Resources:
Gymnasium with apparatus

Teacher's notes
In these lessons emphasis is on the development of social skills through power jumping and the following reception of the student jumping. The basic idea is that pupils are split into groups of three or four where their social competence is enhanced through cooperation with others. The lesson lasts about 90 minutes, but it is advisable to spend more time.
Reception in power jumping is done in two different levels. A) pupil can do the spring B) pupil can do first part. You need two receivers: one supports the student jumping with his hand on his shoulder and the other supports the jumper's thighs.

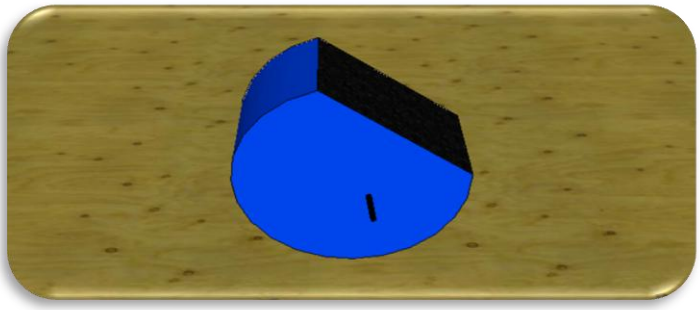
Actions:

- Actions taken in chronological order:
    - Exercises for training body tension
        - The tree trunk
        - Rocking taut sway
        - One person stands on his hands whilst the rest of the group move him back and forth.
        - Wheelbarrow relay race.
    - Trust exercises (examples):
        - Guide each other with blindfolds
        - Fall from a box and be caught
        - Stage dive (jump into a crowd and be caught)
    - Handstand two and two

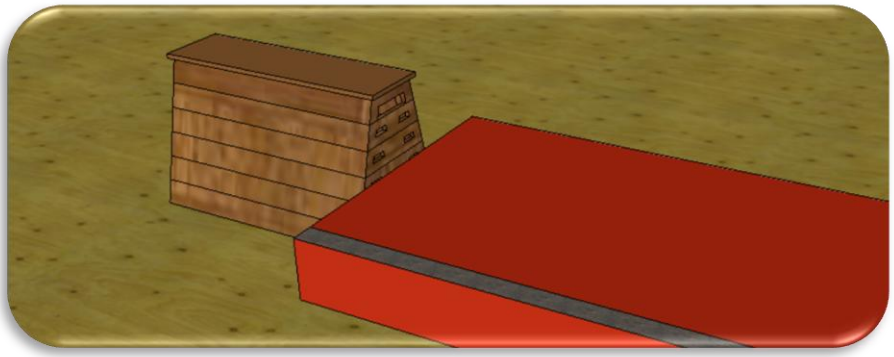
The following exercises are various stations. They are listed in order of progression. Some of the exercises can be left out depending on how good the pupils are and they don't have to be used in the order they appear.

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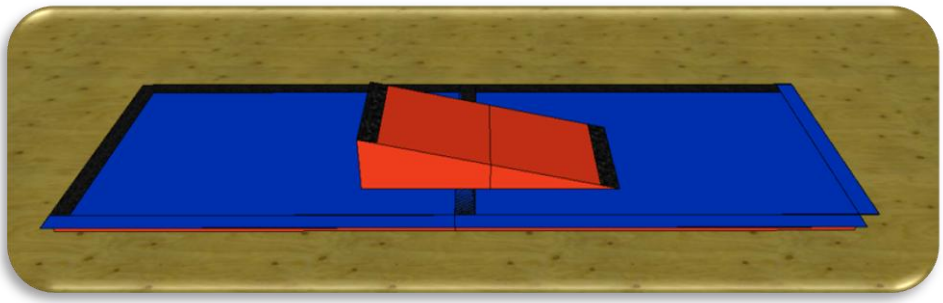
- Power jump over a cylinder – one or two receivers



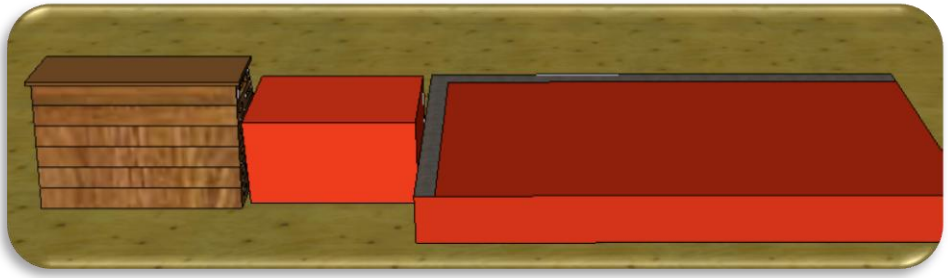
- Taut sway fall – two receivers



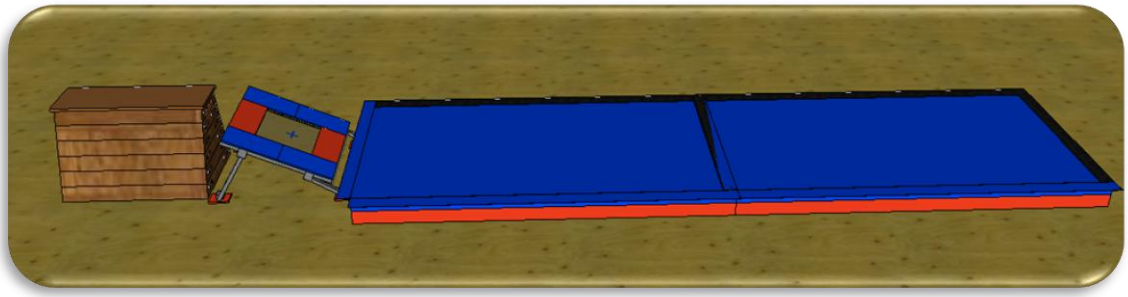
- Wedged power jump – two receivers



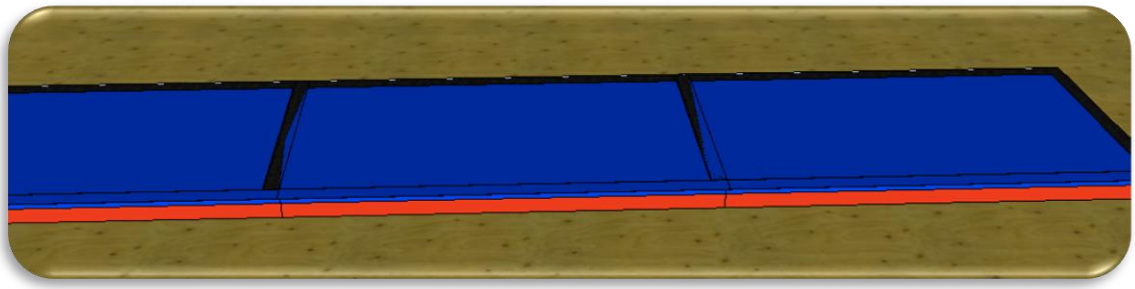
- Power jump from height – two receivers



- Racket ball court.
  - Getting used to the trampoline
  - Jump from box onto a trampoline followed by a power jump – two receivers



- Power jump on a flat course



- The social skills that will be developed through these lessons as described by Helle Rønholt:
  - Role flexibility
  - Taking responsibility
  - Communication (both auditory and visual)
  - Social competence and teamwork
  - A feeling of solidarity to others

Signs:

The signs of pupils' development of social skills show through their participation in small group tasks, their ability to cooperate, their concentration through the demanding task of receiving and their ability to work independently.

Evaluation:

The evaluation is divided into two parts. The first part is making an evaluation form with various statements which pupils circle, for example:

- What is required of me when I receive a jump?

Confidence - Concentration - Cooperation - Timing - Strength - Technique - Communication - Speed - Eye Contact - Body Tension.

Pupils then select the three words that were most important to them in their work.

The second part is a class discussion where the whole process is discussed and work with Social Skills is evaluated.

PSS
Promoting Social Skills

Theme 1: Lesson Plan 11

Partner country:	Denmark
Lesson Title:	Creativity and innovation in the teaching of mathematics
Lesson no:	1.11
Social Skill:	Working with others, developing creativity and confidence
Context	Lesson plan for the 7th class in mathematics, statistics and the calculus of probability. Focus on probability, game chance and coincidence as, at the end of the course, the class holds a casino evening for pupils and parents. The whole course covers a period of 4-6 weeks and 2 double lessons per week.

Session goals/aims:

The instruction aims at social competence and innovative thinking.
The innovative approach means that the pupils carry out tasks in which they interact with others. Thought and sensitivity are the driving forces in the process in which creativity and ideas develop as the pupils think, feel and carry out tasks with others.

Teaching/learning activities:

The instruction is to be organized to include the following[4]:

- The establishment of breaks in action, experiments and thoughts
- The establishment of a non-critical and supportive climate
- The establishment of a neutral, formulating climate
- The establishment of a critical, evaluative climate

The teacher plans the following classes

1. **The creative** (the creation of ideas), all criticism is forbidden. It is a matter of creating as many ideas as possible, avoiding the commonplace, and building on each other's ideas. A new way of working calls for spending time on practising the new working process and the rules that apply to it.
2. **The innovative** (an idea is developed into a finished product), the ideas are given priority, systematized, categorized, named and given direction. The pupils establish operational solutions, which they try out, approve, reject or refine until they achieve a finished product. The product must be of value to others than the inventor.
3. **The enterprising** (the realization and spreading of ideas), the extrovert and acting aspect. The idea is carried out in a way that is also of use to others. (Remember to allow plenty of time for this point).

[4] Jensen, I. F. & Ebbe Kromann 2007: Innovativ pædagogik omsat til praksis. http://www.pionerprisen.dk/files/documents/innovativ p%C3%A6dagogik omsat til praksis.pdf

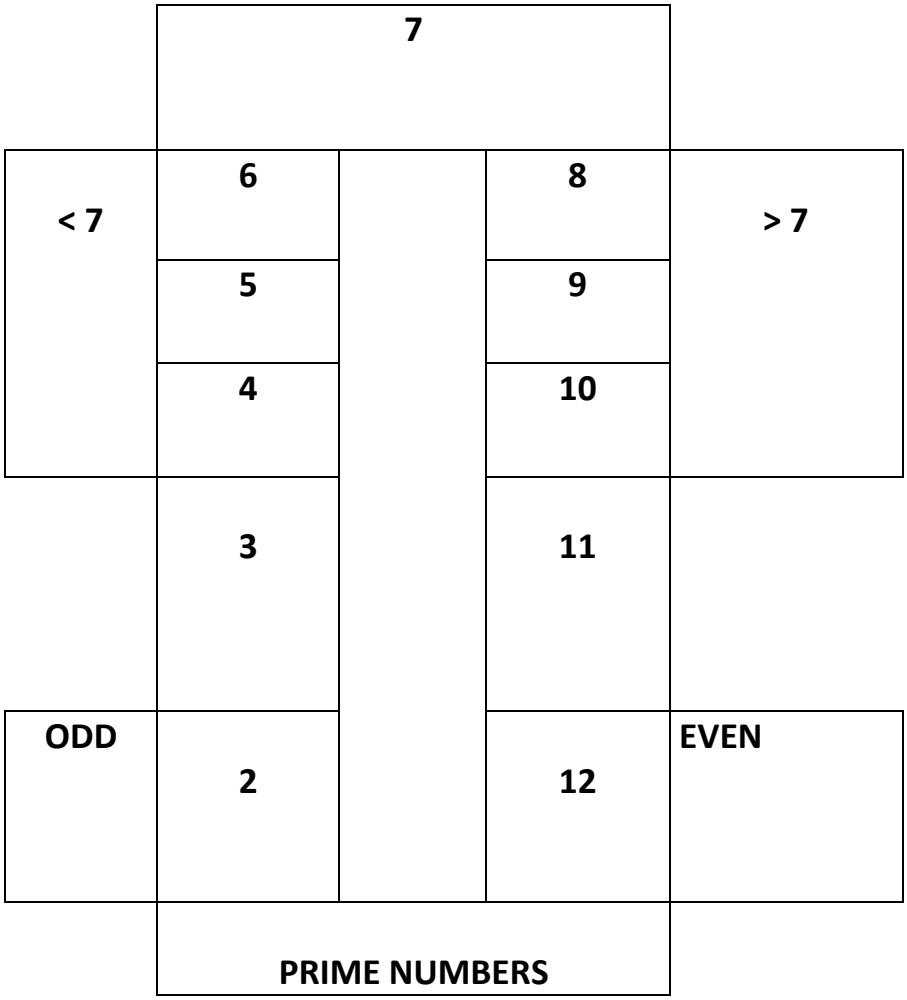
Mathematics, statistics and probability.

The teacher's plan	Activities	Organization	Materials	Product	Examples of educational intention, social competence & creativity.
Planning of statistics and calculus of probability. Introduction by teacher.					Understanding of statistics and probability. Odds
Teacher gives a presentation to support pupils in calculating the probability for their game.		Class work			
The teacher sets a concrete assignment: Design a casino game.	The creative class. Solving the game assignment.[5] The pupils make rules to suit teacher's scheme using the two dice.	Work in pairs.	Handing out of photocopied sheets and dice (two dice per group).	Ideas for the game. Analysis of the game.	Listening to others. Utilizing new terms in dialogue with others.
The teacher is the instructor.	The games are tried out.	Small groups.	Photocopied sheets, rules of the game and dice.	The games are assessed.	Expressing thoughts and feelings.
The teacher has collected material and sets the scene for the exchange of ideas about	Examination of materials. What can they be used for?	Class.	Bicycle wheels, board, dice, etc		Listening, thinking.

[5] Dice Roulette

the game					
Teacher introduces concrete materials to be used in the creation of the games.	Pupils think up suggestions for games using the concrete materials. The creative class. Working with the development of games and calculus of probability.	Groups of 3-4 pupils.		Ideas for games using the concrete materials. The class chooses 3-4 ideas for each material; the ideas are placed in plastic pockets and placed with the materials.	Solving assignments, setting assignments finding solutions, games, etc.
The teacher collects ideas for using the concrete materials	The pupils listen, choose materials and start to work out games. Calculation of odds The innovative class	Groups of varying sizes.	Bicycle wheels, boards, dice plus ideas for all the various materials from all groups		Developing ideas. Conversation with others, listening to their ideas. Cooperation. Building onto others' ideas. Expression of thoughts on mathematics and games.
Teacher sets the pupils to produce a game using the concrete materials– the game must be suitable for a casino evening for parents and others	The Enterprising class .	Groups.	Bicycle wheels, board, boxes, etc	Production of games suitable for pupils and others.	Converting ideas into concrete things. Cooperation. Experiencing what is necessary in order to cooperate with others.

Dice Roulette



Assignment 1:
Fill in the scheme

SUM	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						

Assignment 2:

- How many different throws is it possible to make? _____
- Make a list of how many times 2,3,4,5,6,7,8,9,10,11 and 12 appear in the scheme above

No. of pips	How many times
2	
3	
4	
5	
7	
8	
9	
10	
11	
12	

- What is the largest number you can get using two dice? _____
- What is the smallest number you can get using two dice? ____
- What is the probability of throws using two dice?
- How do you calculate probability? _____
- How do you convert fractions to decimals? _____
- How do you convert decimals to percentages? _____

Continued on next page ……..

	Probability		
No. of pips	**Fraction**	**Decimal**	**Percent**
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

PSS
Promoting Social Skills

Theme 1: Lesson Plan 12

Partner country:	Denmark
Lesson Title:	Lego Mind-storm (Science)
Lesson no:	1.12
Social Skill:	Interpersonal skills, independence and problem solving

Session goals/aims:

1. To develop interpersonal skills
2. Method of working directed by the pupils (the teacher acting as supervisor and organizing the framework)
3. Taking responsibility and initiative and sharing the workload within the group.
4. Problem solving and response from the situation.
5. Seeing the purpose of solving a problem
6. Developing creativity and reasoning
7. Acquiring knowledge of the natural sciences by means of an entertaining, active process
8. Promoting the participation and interest of the pupils.

Teaching/learning activities:

Resources:

Collecting materials and building the track

Track:

- Board: large natural colour
- Aluminium foil for radioactive mountain
- Flamingo hill (requires adjusting)
- Extra bold felt-tip speed marker
- Blue cardboard (lake)
- Slalom: 3 stones wrapped in aluminium foil
- Lego Balls
- Tray

Classroom:

- For the windows black plastic in which holes are cut for the stars.
- Blue tissue paper
- A3 cardboard, white for the door plate
- A4 cardboard: 9 pieces.
- 9 felt tipped pens
- music

Other:

- Overalls
- Low molecules
- Find 9 insects for soil tests

Activity:

1. Storyline

WELCOME ABOARD SPACE STATION LEGOSPACE STARSHIP!!

We are in the year 2130. Our planet Earth has been ruined by several years of pollution and will soon be destroyed. We are therefore compelled to find a new planet to live on. Scientists have spotted the planet Legonus, which they believe can be the new replacement for Earth. This is where you come into the picture because you are specially chosen scientists who are to help research conditions on the new planet. Therefore, you are to build a craft -a robot - which is to explore the planet, as we humans cannot yet move around freely on it.

2. The characteristics of the Robot

- Moves forwards and backwards
- Brakes
- Turns to either side
- Picks up objects
- Parks precisely
- Is robust and is able to take hills

3. Theory

What conditions are necessary if we human beings are to be able to live on the planet? (Air, water, sunlight, temperature..)

4. Teaching plan

Module 1: 9.00-10.15: Building the robots

Module 2: 10.30-12.00: The operations are encoded and tested on the track

Module 3: 12.30-14.00: Competition between the groups, conclusion with evaluation.

- **Exercise 1.**

Photographing of the new planet.

Drive straight forward over the hill and park.

(When the groups have completed this they are handed an envelope containing the photographs they"have taken" of the planet)

- **Exercise 2.**

Examination of lake and collection of samples.

Drive straight forward, turn 90^{o} to the right and drive straight on, park at the line.

(When the groups have completed this they are handed 2 molecules; water and air, and must then determine them from the molecule overview handed out.)

- **Exercise 3.**

Collection of soil samples.

Drive straight ahead, park at the line, collect the soil sample, and reverse to starting point.

(In the soil samples there is an insect and information on which minerals are to be found in the soil.)

Extra exercise for the competition, slalom driving ☺

5. Conclusion in groups

What do the various pieces of information tell you about the planet? Will it be possible for us to settle there?

PSS
Promoting Social Skills

Theme 1: Lesson Plan 13

Partner country:	Denmark
Lesson Title:	Being Young
Lesson no:	1.13
Social Skill:	Communication, assertiveness and empathy

Session goals/aims:
Listen, understand mood and feelings, argue for your ideas.

Teaching/learning activities:

Resources:

- Christina Aguilera: You are beautiful – lyrics and music
- "My own dictionary" – folders
- Grammar book

Activity:

- **Listen to the song "Beautiful" by Christina Aguilera"**

Talk about how the song makes you feel when you hear it – what it makes you think about

Read the song with your shoulder partner – explain who that is
Read it as a ***Duet***

Underline difficult words – look them up in the dictionary

On class: Talk about difficult words

What is the song about?

Bragging contest – if someone doesn't like to brag, complement each other instead.

Talk about the sentence "words can't bring me down"

Discuss in groups:

- What does she mean by that?
- Do you agree?
- When can words bring you down?
- Can words do the opposite? That is "bring you up" or make you feel better?

Discuss the questions in class. Add the following questions:

- What did the bragging contest and the compliments do to us?

PSS
Promoting Social Skills

Theme 1: Lesson Plan 14

Partner country:	Bulgaria
Lesson Title:	Values
Lesson no:	1.14
Social Skill:	Create confidence and feel empathy
Session time	45 minutes

Session goals/aims:

By the end of this lesson students will be able to:

1. determinate their values
2. assert their values

Introduction:

In order for teenagers to know what they want, they first need to know what their goals and values are. What we believe in is what is valuable for us. These are the things we are 'FOR' and the thing we are 'AGAINST'. Being fully aware of the things that are valuable to us makes us capable of taking decisions, corresponding to what we believe in. This understanding also helps us resist the influence of those who want to impose their values on us. Our values give meaning and direction to our lives and being fully aware of them is a crucial part of our becoming leaders.

Teaching/learning activities:

Resources:

- A whiteboard/a flipchart
- A questionnaire on values

Questionnaire on values:

1. What is one of the things I want to change in my life?
2. What qualities do I look for in a friend?
3. What makes me smile?
4. What makes me angry on the inside?
5. Who do I admire the most?
6. If I found 1,000,000 euro, what would I do with them?
7. What would I tell the president, if I met him?
8. If I could take one person to the moon with me, who would that be? Why?

Preparation:

Make copies of the questionnaire on values for each student

Exercises:

1. What are values?

The tutors ask the students: 'What are values?' – 5 minutes

Think of a definition of this term and write it on the board. Possible answers may include: what you

believe is important; something you believe in, etc.

The tutors ask the students: 'Where do values come from?' – 5 minutes
Discuss and write the answers on the board. Ideas may include: parents, friends, brothers, sisters, community, etc.

The tutors ask the student: 'How do values affect our lives? Why is it important to know what your values are?'
Discuss and write the answers on the board. Possible answers may include: So that you can make a good decision, without being influenced by other people's values; So that you can assert them, etc.

2. Defining your values

The tutors have to hand out a copy of 'The questionnaire on values'. After the students have answered the questions, the tutors tell them to share some of the answers. If some of the students feel uncomfortable, they don't have to answer.

The tutors ask if the questionnaire have helped them clarify some of their values.

3. Summary and feedback

The tutors ask the students:

- What values have you learned from your parents?
- What values have you learned from school?
- What values have you learned from your community or your country?

Briefly discuss one of the answers to the questions asked.

Chapter Two

Theme 2: Develop maturity as an individual: cope with stress / frustration constructively; understand and deal with the difference between personal, public and work contexts

PSS
Promoting Social Skills

Theme 2: Lesson Plan 1

Partner country:	UK
Lesson Title:	Coping with Bereavement/Loss
Lesson no:	2.1
Social Skill:	Coping with stress and frustration

Session goals/aims:

- to promote consideration of the feelings of self and others
- to share approaches for coping with such events and the feelings they produce

Notes for teachers:

Introduction: use a relevant example from public or private experience

Note this activity requires close knowledge of pupil profiles and careful preparation, permissions and delivery

It may link to general discussion of loss of more than one kind among families, friends, peers or wider communities as appropriate – a news story can be used to retain topicality for all

Teaching/learning activities:

Activity:

- students discuss the purposes of memorials for dealing with grief and loss
- students consider what kind of event or action may act as a remembrance in the chosen circumstance
- In small groups students design a memorial event (ceremony or readings – walk or other activity, fundraiser) or production artistic – sculpture poem, short film or photo montage for example
- Students prepare a presentation to share their approach and final design or plan

Concluding activity:

All students share and discuss their processing of the topic and can produce examples as a project. Material relating to celebrities from sport, music, film and television may be used and international events where tragic loss occurs can also be used as a focus for dealing with strong feelings.

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Theme 2: Lesson Plan 2

Partner country:	UK
Lesson Title:	Working to develop skills for conflict resolution
Lesson no:	2.2
Social Skill:	Coping with frustration constructively

Session goals/aims:
Students will be able to use skills for the resolution of familiar conflicts

Teaching/learning activities:
Resources:

- Costume and accessories for role play
- Materials for recording pupil ideas and suggested scripts
- Form for evaluating the outcomes

Activities:

- Initial discussion with whole group – considering conflicts experiences and the skills necessary to avoid/resolve/deal with such situations
- Students then break out into smaller groups to allow for sharing of experience and ideas for approaching skills acquisition – ie. What could you do when faced with potential or actual conflict
- Students choose a scenario or construct one of their own

Teacher provides a list of possible sequence steps
1. Good eye contact
2. Active listening and seeking to understand the other
3. Removing the personal and focusing on fact
4. Development of dialogue – improved communication
5. Critical questioning of approaches can take place – what may work and what may not?
6. An approach to the chosen conflict must be decided
7. Approach must be worked through and a contract can be made between individuals to maintain trust

Next step in activity: Student act out their conflict with a script in a group
Possible scenarios include a parent/child argument (boundaries or jobs in the home) – teacher student conflict – peer or sibling arguments about space and possessions

Assessment or evaluation activity should be peer driven with students discussing or scoring the points contributed by others in terms of their relevance to real life situations and their potential for helping to develop new skills

PSS
Promoting Social Skills

Theme 2: Lesson 3

Partner country:	Poland
Lesson Title:	Effective conflict management
Lesson no:	2.3
Social Skill:	Understanding conflict and developing management strategies
Target group:	14-19 years
Duration of class:	1.5 hours

Session goals/aims:

Aims:

- Illustrating the negative effects of using win/loose strategy as a tool of dealing with conflicts
- The change of pupils' approach to conflicts – conflict as a problem to be solved as an alternative of win/loose strategy
- Illustrating, trough practical simulation, how negative emotions arise and how they influence our behavior during the conflict situation.
- Illustrating the mechanism of interpersonal conflict escalation, with emphasize on the role of lack of communication or incorrect communication in conflict situation
- Providing the knowledge (referring to particular experiences and examples) about chosen cognitive distortions and self- fulfilling prophecy, characteristic to conflict situation.

Objectives:

The pupils will:

1. become aware of the cost of using win/loose strategy in conflict resolving.
2. learn the problem solving approach to conflict, which is a base of effective conflict management
3. understand the mechanisms of negative emotions arise and negative emotions' influence on perception. That will help pupils to understand better their own reactions and perceive the conflict situation more objectively
4. understand the mechanisms that lead to interpersonal conflict escalation. That will help to avoid worsening interpersonal relations and high emotional costs in everyday conflict situations.

Teaching/learning activities:

The programme

1. Introduction (10-15min):

1.1 Greeting pupils, presenting the goals of the class and the programme
1.2 Organizational arrangements and establishing the rules that should be obtained during the class (if it is needed and not have been done during the earlier classes)
1.3 Getting known pupils name (if it is needed)

2. Is conflict always bad?(10-15 min)

Exercise aims:

1. Warming up the group
2. Changing the pupils thinking about conflict

The method: group discussion moderated by the teacher

The teacher writes down, in the centre of the board, the word „conflict". And then asks the group to

give as many associations with this word as possible (behaviour, emotions, effects etc.). When there are enough associations (at least 15) the teacher, together with the group (with pupils acceptance), chooses and circles the negative associations (e.g. screaming, row). This is to show the common negative thinking about the conflict.
The further discussion, led by the teacher, is supposed to show the effects of perceiving conflict as something negative. Namely the teacher should show that because of such conflict perception people often try to avoid conflicts (exemplary teacher's questions: "What do we usually do with things we do not like?" or "what do you do when you try to avoid conflict?").
The main aim of this discussion is to show the reason why people often try to avoid conflict. But also to show that avoiding conflicts is often not possible and/or often brings more bad than good: unmanaged conflict often returns but with stronger negative feelings, frustration, aggression etc. (exemplary teacher's question:. "What are the effects of avoiding conflicts?").
In summing up this exercise the teacher should emphasize that instead of avoiding conflict it is often better to find some more effective ways (methods) to manage it. And this is the goal of this class (and two next classes).

2. The strategies of conflict management (10-15min)

Exercise aims:

Illustrating the negative effects of two main strategies of conflict management, forcing and accommodating this is to:

- help pupils to understand their own relations with others (especially the ones they are conflicted with)
- building/reinforcing the pupils motivation to look for other, more effective strategies of managing interpersonal conflicts

2. Introducing the problem solving approach to conflict as an alternative to lose/win strategy:

The method: working in small groups and group discussion moderated by the teacher

At the beginning the teacher, together with pupils, identifies two main strategies of conflict management: forcing and accommodating (exemplary teacher question "How do people usually manage conflict situations?"). Then the teacher divides the group into two subgroups (at a pinch four or six subgroups). Each subgroup is told to list all the negative effects of using the particular strategy (one subgroup – one strategy). It should be emphasised that the pupils ought to focus on all kinds of negative effects, including the emotional costs and the way others perceive us.
The teacher collects the effects of the subgroups work on the board and, if necessary, complements them. Next he/she should introduce the problem solving approach to conflict. This should be presented as an alternative to win/loose strategy because on one hand it helps to keep good relations with other conflict side and on the other side thanks to such approach we do not need to give up our needs. The teacher should emphasize that the practical techniques of such approach will be introduced during this class and next classes from the theme block "Conflict situation and dealing with negative emotions".

3. Simulation 'Casino' (35- 40 min)

Exercise aims:

1. Illustrating the role emotions in conflict situation
2. Illustrating the role of lack of communication or/and incorrect communication in conflict

escalation process

3. Illustrating the mechanism of self- fulfilling prophecy and chosen cognitive distortions.
4. Illustrating and experiencing the effects of loose/win strategy vs. problem solving approach

The methods: simulation based on prisoner's dilemma, group discussion and mini-lecture

The exercise consists of two phases:

Phase 1:

Simulation- participants need to be divided into 4 subgroups, randomly. If it is possible each subgroup should consist of the same number of people. Each subgroup should be given: small carts (one with red circle, one with black circle) and the performance table (attachment 1). The goal of each subgroup is to score as many points as possible, according to the rules described in the performance table. The simulation is planned for 10 rounds. Each round is initiated by the teacher when every subgroup is ready (subgroups should be given some time, approximately 1 min. to make the decision before each round). Pupils can freely communicate within subgroups but they cannot be allowed to communicate with other subgroups. The teacher should let pupils communicate with other subgroups but not sooner than after 6th round, when the particular psychological mechanisms are initiated- emotions and lack of trust (the ultimate decision when let the whole group to communicate depends on the teacher, who should be flexible and react on group process during the simulation).
Attention: this exercise may arouse some emotions and, if necessary, the teacher should give some opportunity to express them and constructively reinterpret them.

Phase 2:

Group discussion and mini-lecture. At this phase, the goal is to collect pupils experiences and motivation, supplement and sum up them, and reinterpret them to illustrate the following areas:

- the effectiveness of loose/win strategy in comparison with cooperation (problem solving approach). The effectiveness is meant here as both our needs (scored points) and short- and long-term relation with other side.
- arising (often unconscious) of negative emotions and its influence on our behaviour
- the role of lack of communication or/and incorrect communication in reinforcing negative emotions and conflict escalation
- the mechanism of self- fulfilling prophecy in conflict situation, relating also to some examples from simulation
- chosen cognitive distortions in conflict situations (Johnson, 2005).

5. Summing up and pupils questions (5-10min)
In summing up the whole class the teacher should emphasize/ remind:

- the role of emotion reactions in conflict situation (especially together with lack of communication or incorrect communication)
- the fact, that problem solving approach to conflict (cooperation) is usually an effective strategy (especially when the relation with the other part is important/close) in comparison with commonly used lose/win strategy

Materials

Board or flip chart (preferred) markers, materials to simulation „Casino" (according to the description), some sheets of paper for pupils

Literature

Fisher R. i Ury W., (1991) *Dochodząc do tak. Negocjowanie bez poddawania się,* Państwowe Wydawnictwo Ekonomiczne, Warszawa

Johnson D. W (1992) *Podaj dłoń*. PTP. Warszawa.

Attachments

Attachment 1 – Table of scores simulation 'Casino'

4 black		All +100
4 red	All –100	
3 red **1 black**	Red + 100	Black –300
2 red **2 black**	Red +200	Black – 200
1 red **3 black**	Red + 300	Black – 100

PSS
Promoting Social Skills

Theme 2: Lesson 4

Partner country:	Poland
Lesson Title:	How to deal with your own anger during conflicts
Lesson no:	2.4
Social Skill:	Coping with stress and frustration
Target group:	14-19 years
Duration of class:	1.5 hours

Session goals/aims:

Aims:

- Boosting the level of pupils awareness in the area of experienced anger
- Illustrating the negative consequences of non-constructive ways of anger communication.
- Building up the pupils motivation to use other, more constructive ways of communication of anger
- Providing the knowledge about the I- message – constructive method of anger communication
- Illustrating the advantages of the I- message as a way of anger communication
- Giving pupils opportunity to practise changing non-constructive You-messages to I-messages

Objectives:

The pupils will:

1. boost their awareness in the area of experienced anger. Thanks to it, in the real life situations they will be able to realize the experienced anger sooner which means possibility to react more adequately and more constructive
2. analyse the methods of anger communicating used by them and their effects on relations with others
3. gain the knowledge about constructive technique of anger communication – I-messages and its advantages
4. have the opportunity to practise changing You-messages to I-messages. The practice will be based on the examples derived from pupils' experiences. Thanks to it, pupils will find it easier to make use of knowledge and skills, gained during the class, in the conflict situations they face in everyday life

Teaching/learning activities:

1. Introduction (5-10min):

1.1 Greeting pupils, presenting the goals of the class and the programme

1.2 Organizational arrangements and establishing the rules that should be in force during the class (if it is needed and not have been done during the earlier classes)

1.3 Getting known pupils name (if it is needed)

2. The anger signs (10-15min)

Exercise aims: 1. Warming up the group

2. Boosting the awareness of the anger signs which helps to realize sooner the experienced anger

The method: working in small groups

The teacher, in reference to previous class (exercise „Casino"), reminds that one of the biggest problems in constructive conflict management is question of negative emotions (especially anger) and their influence on our behaviour. To deal with our anger effectively first, we need to realize quickly enough that we feel anger. And this is the goal of this exercise. The teacher divides pupils into subgroups (4-6 pupils each). Each subgroup is supposed to write down on the big sheets of papers the signs of anger. These signs should be divided into two groups: bodily signs ("What happens with my body when I feel anger?") and psychological ("What kind of thoughts appears in my mind when I feel anger?"). Working in subgroups is planned for 5 minutes but the teacher should remain flexible here. Then, the teacher gets the effects of subgroups together, listing the signs of anger (divided into two groups: Bodily signs and Thoughts).
In conclusion the teacher should emphasize the fact that in order to deal with anger effectively we need to realize that we feel anger in particular situation. The sooner we realize it the better. "The List of Signs of Anger" that has just been created can be used as a „warning and detecting system" of experienced anger.

3. How do we communicate our anger? (15 min)

Exercise aims: 1.Illustrating pupils how their ways of anger communicating influence their defectiveness and relations with others
2. Building up the pupils motivation to look for other, more constructive methods of expressing our anger

The method: individual work and group discussion moderated by the teacher

The teacher asks pupils to fill in the table "My anger" (attachment 1) individually. Then he/she collect the effects of their individual work on the table and, cooperating with the whole group, circles the ineffective (non-constructive) ways of anger communicating. In this context non-constructive means the way of anger expression that negatively influences on our relations with others, ourselves (emotion costs) or handicaps finding solution process.
In conclusion the teacher should emphasise the fact that people often unconsciously and automatically use the ways of anger communicating that have negative consequences e.g. loosing friends, long lasting rows or unsolved problems. One way to make this situation better is learn new ways of anger communicating, which will be the goal of the next exercise (we go to exercise 4).

4. I-message (40min)

Exercise aims: 1. Introduction of the notion of I-message and You-message

2. Illustrating the differences in reactions on I-message and You-message

3. Practising the skills of replacing You-message with I- message

The methods: individual work, working in small groups, group discussion moderated by the teacher,

mini-lecture

4.1 I – message: Introduction (20 min)

The teacher begins with the following instruction: "Everyone will be given a sheet of paper with a short story described on it. Please imagine this has happened to you and think what you would feel and would do (or would instinctively like to do). Write down your reaction overleaf. Please DO NOT show your papers to the others." Then the teacher hands out pupils the sheets of papers with the particular story (attachments 2a and 2b). Every pupil is given only one situation(attachment 2a OR

2b). The situations should be assigned randomly in such way that approximately half of the pupils get attachment 2a and the other half attachment 2b (the teacher can jumble up the papers before the class).
Then the teacher asks pupils about their reactions and writes them down on the board. Next he/she asks pupils who would react with anger/ range/aggression to stand on one side of the room and pupils who would react rather with understanding and willingness to clarify everything on the other side of the room. Eventually the teacher asks everybody to reveal what situations they had on the paper. Next the teacher analyses with the whole group the difference between these two kinds of situations and introduce notion of I-message and You-message. The teacher should show what I-message is and the difference between I-message and You-message. The other teacher's task is to emphasize that I-message, unlike You-message:

- usually doesn't make the other person feel attacked and doesn't lead to conflict escalation
- give the opportunity to communicate our anger without attacking other people
- give opportunity to start a real dialogue and searching for problem solution

In conclusion the teacher should emphasize that using I-message is another skill that can be learnt. And this is the goal of the next exercise.

4.2. Changing You-message to I- message (20 min)

The teacher divides group into small subgroups (3-6 people). Next he/she asks pupils to write down the You-messages they often use in conflict situation or they hear from others. The pupils' task is to change these You-messages to I-messages. The teacher's task is to monitor the subgroups work and help them when it is needed. Then some examples should be discussed with the whole group- you can start with these that were difficult for pupils.

Attention: Another version of this exercise includes the list of exemplary You-messages (attachment 3 – example of such list) prepared before the class instead of the one prepared by pupils. Sometimes it is better to use the prepared list, especially in the group with low safety level. But from educational point of view, it is generally more effective to use the You-messages list prepared by pupils. The ultimate decision on the exercise version belongs to the teacher.

5. Summing up and pupils questions (5-10min)

In conclusion the teacher should remind the main benefits of using I-messages and encourage pupils to try it in the real life situations (and observe the reactions of the other side).

Materials

Board or flip chart (preferred), markers, some sheets of paper for pupils, attachments 1,2a, 2b and 3

Literature

Johnson D. W (1992) *Podaj dłoń*. PTP. Warszawa.

IX. Attachments

Attachment 1 – My anger

What do I usually do when I am angry?	The effects of my reactions (the reactions of the other side, long-term influence on my relations with others, has the problem been solved? etc.)

Attachment 2a.

You have promised a friend of yours that you will help him/her with something quite important to him/her e.g. to help him/her to prepare to important exam. Unfortunately you have forgotten about it completely. Your friend is calling and is angrily asking: „Where are you?! We were supposed to meet today!" When he/she hears that you have forgotten about the meeting he/she angrily says: „How can you treat people in such a way? You are irresponsible!"

Attachment 2b

You have promised a friend of yours that you will help him/her with something quite important to him/her e.g. To help to prepare to important exam. Unfortunately you have forgotten about it completely. Your friend is calling and is angrily asking: „Where are you?! We were supposed to meet today!" When he/she hears that you have forgotten about the meeting he/she angrily says: „I'm angry with you! I have really counted on your help!"

Attachment 3:

Change the following You-messages to I-messages

You-messages	**I-messages**
You have cheated me!	
You are an egoist!	
What are thinking? You are so late! I've been waiting for half an hour!!	
You disappointed me.	
It's outrageous!	
How could you do it? (when somebody has destroyed something what is valuable for you).	

PSS
Promoting Social Skills

Theme 2: Lesson 5

Partner country:	Poland
Lesson Title:	How to deal with the negative emotions of the other side
Lesson no:	2.5
Social Skill:	Coping with stress and frustration: feeling empathy
Target group:	14-19 years
Duration of class:	45 minutes

Session goals/aims:

Aims:

- Illustrating the negative effects of negation and/or trifling the other side's negative emotions.
- Introducing a new communication technique "Calling/Acceptance of emotions" as a tool to deal with other's emotions
- Creating the opportunity to practise using "Calling/Acceptance of emotions" technique.

Objectives:

The pupils will:

1. learn to analyse the conflict situation from the perspective of emotions experienced by the other side of conflict. This is essential in practical realization of problem solving approach to conflict
2. will become aware of the negative effects of negation and/or trifling the other side's negative emotions.
3. learn a new communication technique - "Calling/Acceptance of emotions", which helps to deal with negative emotions of others.
4. have the opportunity to practise the technique of "Calling/Acceptance of emotions" on real life examples

Teaching/learning activities:

1. Introduction (5-10min):

1.1 Greeting pupils, presenting the goals of the class and the programme
1.2 Organizational arrangements
1.3 Getting known pupils name (if it is needed)

2. How to react to somebody's anger?(20 min.)

Exercise aims:

1. Illustrating the negative effects of certain types of reactions to somebody's anger. These types of reactions are: attacking, negation and/or trifling the other side's negative emotions. This is to build up the pupils motivation to look for other, more effective ways of reacting to somebody's negative emotions.

2. Introducing the new communication technique "Calling/Acceptance of emotions"

The methods: individual work, group discussion, mini-lecture

The teacher asks pupils to imagine the following situation:
"Imagine that you, together with your friend, are supposed to prepare a presentation for one class. You have decided that each of you will prepare his/her part of the presentation. The day before the presentation you meet to look through the whole presentation. However, it has turned out that your friend has just prepared only half of what he was supposed to prepare. Asked by you, where the other part is he answers that he/she will prepare something during the night. You are feeling the rising anger. You angrily say that you are angry with him. He answers with such words..."
After this introduction the teacher hands over the sheets of papers with particular sentence (attachments 1a, 1b, 1c) asking them to, without consulting with others, write down their reactions to this statement, according to following schema:

5. what I feel
6. what I think
7. what I'm doing/ saying

Then teacher asks pupils who would react with even bigger irritation/anger or aggression to stand on one side of the classroom. The pupils who would rather react with more calmness and willingness to listen to your friend's explanations (even if they still a little quite angry with him). Eventually the teacher explain how the exercise was constructed. At this point he/she should name the three types of reactions to somebody's anger: attacking, negation and/or trifling of emotions and "Calling/Acceptance of emotions"
Summing up this exercise, the teacher should focus on two main issues. The first one is the fact of negative reactions to attacking and negation and/or trifling of somebody emotions (even if our intentions are good as they can be when we use negotiation). The second issue is to explain what "Calling/Acceptance of emotions" technique is about and what the benefits of using it are.
Here it is worth distinguishing between emotion and behaviour (we accept the emotion but not always the behaviour).

3. „Calling/acceptance of emotions" technique – practice (15 min.)

Exercise aims:

1. Practising the new communication technique - "Calling/Acceptance of emotions"
2. The individual reflection of each pupil on the opportunity of using "Calling/Acceptance of emotions" technique in everyday life.

The methods: working in small group, individual work

Phase 1:
The teacher divides the group into a few subgroups (3-4 pupils). Each subgroup is given a table with emotional messages in the first column (attachment 2). The goal of each subgroup is to name the emotions that may be experienced by the person who used the emotional message from column 1. There may be more than one emotion in column 2 since there is no one correct answer here, which is worth emphasizing. In column 3 the pupils from each subgroup should put the right "Calling/Acceptance of emotions" message, referred to particular emotion from column 2.

Phase 2:

The teacher hands over to each pupil the same table, but this time without any emotional messages in column 1 (attachment 3). Each pupil is asked to write in column 1 a few emotional messages (referred to anger) which she/he has heard from others in her/his everyday life. And then the pupil should, individually, fill in the column 2 and 3 (as it was in Phase 1). If the pupils want to they can discuss their "Calling/Acceptance of emotions" messages from column 3 they can do it in pairs or within the whole

group.

In conclusion of this exercise the teacher should encourage pupils to try the "Calling/Acceptance of emotions" messages from column 3 (referred to the emotional message they have heard from others) in real life situations.

5. Summing up and pupils questions (5 min.)

Materials

Board or flip chart (preferred), markers, some sheets of paper for pupils, attachments 1a, 1b, 1c, 2, 3

Literature

Johnson D. W (1992) *Podaj dłoń*. PTP. Warszawa.

Attachments

Attachment 1a- Calling/Acceptance of emotions"

„I really understand you. If I were I would probably feel the same. I'm sorry."

Attachment 1b- Negation and/or trifling the other side's negative emotions

„OK, don't overreact. I'm sorry but actually but there is no reason to be so angry!"

Attachment 1c- Attacking

„Do be so angry with me! What about you? Have you never forgotten anything? Last semester you forgot about our geography presentation and I had some problems because of you. You are more irresponsible than I am"

Attachment 2

Emotional message	**The emotions experienced by the emotional message's author**	**Calling/Acceptance of emotions – message (with distinguishing the behaviour that we do not accept, if it is needed)**
How could you say something like that about my father?!		
You are late again! I've been waiting for 20 minutes!		
You have cheated me!		
You haven't asked me what I think about it! Why do you slight me?!		

Attachment 3

Emotional message	The emotions experienced by the emotional message's author	Calling/Acceptance of emotions – message (with distinguishing the behaviour that we do not accept, if it is needed)

PSS
Promoting Social Skills

Theme 2: Lesson 6

Partner country:	Poland
Lesson Title:	How to set effective goals
Lesson no:	2.6
Social Skill:	Setting goals effectively
Target group:	14-19 years
Duration of class:	1.5 hours

Session goals/aims:

Aims:

- Illustrating the benefits of setting goals – building the pupils motivation to set long and short-term goals in everyday life
- Providing the knowledge about the rules of goal setting and long-term planning
- Providing the opportunity to practise setting personal and educational/professional goals and preparing the plan of activities.

Objectives:

The pupils will:

8. get know the benefits of setting goals in everyday life
9. learn the rules of goal setting and long-term planning
10. set the personal and educational/professional goals and prepare a long-term plan for one of them.

Teaching/learning activities:

1. Introduction (10-15min):

1.1 Greeting pupils, presenting the goals of the class and the programme
1.2 Organizational arrangements and establishing the rules that should be obtained during the class (if it is needed and not have been done during the earlier classes)
1.3 Getting known pupils name (if it is needed)

2. Why is it worth setting the goals?(15min.)

Exercise aims:

1. Warming up the group
2. Illustrating the benefits of setting goals – building the pupils motivation to set long and short- term goals

The methods: group discussion. working in small groups

The teacher begins with the question of who, from this group, has set goals (short and long- term) in every-day life. Then the teacher divides group into smaller subgroups. It would be the best if there would be both pupils who have set the goals so far and persons who haven't in each subgroup.
Pupils from each subgroup have the following task:

make two lists, the first list with the potential benefits of setting goals in everyday life (FOR arguments). The second one with pupils' doubts or potential drawbacks of setting goals (AGAINST arguments). The goal of this part of the exercise is to have a discussion and arguments exchange, that's why the teacher should emphasize that each argument (FOR and AGAINST) should be written down, even if not everybody in subgroup agree with it.
Then the teacher writes down, separately, all these arguments FOR and AGAINST on board. Summarizing the FOR list the teacher should emphasize (add them if the pupils haven't put them on their lists) the following main three benefits. The goals set by us:

1. motivate us
2. show the direction of our activities – we know what to do
3. improve our effectiveness- we can focus in our activities on that what is the most important

Summarizing the AGAINST list the teacher should focus on two issues. First, we often set goals anyway but we do it unconsciously or/and the others do it instead of us (the exemplary teacher question,"Why did you choose this particular school?"). So it is better to do it consciously and effectively. Secondly, some of the drawbacks appeared because of the mistakes we make when we set goals. That's why we will focus on the rules of goal setting in the next exercise.

3. How to set goals effectively? (20min)

Exercise aims: Establishing the list of basic rules of setting goals effectively which means the set goals will bring benefits described in previous exercise
The methods: group discussion. working in small groups, mini-lecture

The teacher divides pupils into 3-person subgroups. Next each subgroup is given a list of goals (attachment 1) with the following instruction: "Here you have the list of 6 goals. Do you think they are set effectively? Here, effectively means that such goals setting that they will bring benefits we have talked about in previous exercise. If you think they are not set effectively try to answer why and how they should be changed to be effectively set?" The pupils are given 5-8 minutes for this work in small groups. Next the teacher discusses each goal with the whole group. The goal of this discussion is establish the list of rules of setting goals effectively. This list should be supplemented by teacher, if it is essential.

4. Setting the goals – practice (10-15min)

Exercise aims: Practising setting the long-term goals, both educational/professional and personal ones
The methods: individual work, work in pairs

The teacher asks pupils to write down, individually their own, long-term (set for minimum 2 years) goals; 3 educational/professional goals and 3 personal goals. In accordance with the rules that have been established in previous exercise. The teacher should emphasize that they won't be asked to talk about the goals they set, although they will have such opportunity if they want to. If the pupils have any questions or doubts they can ask teacher to come up. Moreover the pupils can discuss their goals in pairs if they want to. The teacher should encourage the pupils to discuss their goals in the pairs also to check if they have followed the rules from previous exercise. But the decision belongs to each pupil that should be emphasized.

5. From the goal to the plan of activities (25 min.)

Exercise aims: 1. Illustrating the relationships between long-term goal and subgoals (operational goals) and a plan of activities
2. Practising preparing the plan of activities referred to a long-term goal

The methods: brainstorming, individual work

This exercise consists of two phases:

Phase 1: The teacher begins with the following introduction: "Imagine that your long-term goal is to travel around the world in 15 years. What smaller sub-goals must be achieved? The following questions (attachment 2 – the questions can be written on the board or handed over to pupils) can help you."
Next the teacher runs the brainstorming whose aims are:

1. to establish the sub-goals (with examples of sub-goals to sub-goals, just to show the way of thinking when we transfer long- term goals to sub-goals)
2. to prepare the draft of the plan of activities

In conclusion the teacher should emphasize the role of transferring the long-term goal to sub-goals (both for our motivation and our effectiveness).
Phase 2: The teacher asks the pupils to choose one goal from these set by them in exercise 4., and individually or in pairs, (it depends on pupils preferences) write down the sub-goals and the draft of the plan of activities, referred to chosen long-term goal. The teacher should encourage the pupils to ask questions when they have any doubts.
Attention: The pupils may need different amount of time for this task (it depends on the chosen goal, individual traits of pupil etc.). That's why some of the pupils may have not enough time to complete task. The teacher should emphasize that pupils work during this class is just the beginning. He/she should encourage to continue it after the class (also referring to other long-term goals of theirs).

6. Summing up and pupils questions (5 -10min)

Materials

Board or flip chart (preferred), markers, some sheets of paper for pupils, attachments 1, 2

Literature

Adair, J.E., (2000) *Zarządzanie czasem* Studio Emka

Attachments

Attachment 1
Are the below goals set effectively? If not why? How should each goal be changed?

1. In the future I don't want to have a job that requires a lot of travelling
2. I want to have an interesting job
3. I want to improve my 100 meter result
4. One day I will learn how to design a web site
5. Next holidays I will read all that have been written about quantum physics
6. In the evening I will clean up my room

Attachment 2

1. What information/knowledge do I need?
2. Do I need help/assistance or specific knowledge of other people? If so, who should I ask for help?
3. What other resources like money or materials do I need?

PSS
Promoting Social Skills

Theme 2: Lesson Plan 7

Partner country:	Denmark
Lesson Title:	Promoting social skills through dance
Lesson no:	2.7
Social Skill:	Developing maturity as individuals (Also self confidence and teamwork)
Time of session	2 x 45 minutes
Context	Two lessons of dance in the older classes, each 45 mins long. Takes place in a P.E. gym with access to music. Number of pupils = a whole year group.

Session goals/aims:
Development of social skills. Pupils are to develop a simple dance choreography to a piece of music.

Teaching/learning activities:

Actions:

1) Folk dance to time-rate music. Pupils are to work together and listen to the beat of the music whilst performing the movements of the dance.
2) Square dance. Pupils are introduced to the structure and beat of the dance and afterwards they then develop the dance together in groups. Pupils must display bodily communication, teamwork and responsibility.

By using dance in lessons initiatives in P.E can be fulfilled where both boys and girls have equal opportunities.
The P.E. lessons in square dance are organized in a fashion which includes pupils so that they actively participate in decisions in the lesson.
If the lesson is a success and the results positive, the pupils will experience strengthened self-confidence and social skills through the activities. However, if the lesson turns out not to be successful, the pupils' self-confidence may suffer.

Signs: Pupils should preferably express enjoyment and motivation. They must engage themselves in their work with dance. These are signs that indicate that things are running as they should.
A sign of enhanced social skills can be seen throughout and after the lessons if the pupils practice their dance routines in their own free time and breaks.

Evaluation: The teacher observes students during the processes and group work. He observes their communication and accountability.
After each lesson pupils take an oral assessment in class. They discuss which social skills they feel they have developed and used. These might be: listening to each other, contributing actively to the dances, participating in a group environment, compromising with each other and so on.
Through these discussions pupils reflect on and become aware of their own and others' developments of social skills.

PSS
Promoting Social Skills

Theme 2: Lesson Plan 8

Partner country:	Bulgaria
Lesson Title:	Overcoming emotions
Lesson no:	2.8
Social Skill:	Overcoming one's emotions
Time of session	45 minutes

Session goals/aims:

Introduction:

Feelings are not yet fully clarified by the students, but they are a part of everyone's life. It is important to know what we feel and how to overcome our feelings in a healthy way.

Goals:

By the end of this lesson the students will be able to:

1. determine different kinds of emotions
2. tell the healthy ways of overcoming one's feeling form the unhealthy ones

Exercises:

1. Identify the feeling

The tutors have to write the following categories of feeling on the board:

- anger
- pain
- happiness
- sexual desire

The tutors hand out the playing cards and then instruct the students: 'Can you think of a way in which to express the emotion in your card in front of another student, without naming the emotion itself?'

The students act out their feelings, without naming them. The rest of the students try to guess the feeling.

The students with cards write their feeling under the corresponding category on the board.

2. Overcoming one's emotions – 10-20 minutes

The tutors ask the students: 'What are the different ways to overcome one's emotions?'.

The tutors write on the board: 'Healthy' and 'Unhealthy'.

The tutors ask the students: 'What are the healthy ways to overcome your emotions?' and write the answers under the category 'Healthy'.

The tutors ask the students: 'What are the unhealthy ways to overcome your emotions?' and write the answers under the category 'Unhealthy'.

3. Role-play – 10 minutes

The tutors put the students in pairs and give each pair a card for the role-play. Each pair has to prepare their own little scene having in mind what has been written in their card. The scenes have to include both the problem and a way of solving it.
The students act out their scenes in front of the other groups.

4. Summary and feedback

Playing cards for 'identify the feeling'

Cheerful	**Confident**	**Nervous**
Rapturous	Lonely	Malicious
Sad	Betrayed	Grumpy
In love	Broken-hearted	Annoyed

Role-play cards

Suzy's boyfriend has just told her, he is breaking up with her	Maria is angry with her friend Veronica because she was late for their meeting at the cafe
Pavel is going to buy a new mobile phone for his birthday	Stefan is angry because his teacher told him he was stupid
Christian wants to kiss his girlfriend Stella	Daniel has an A in History
Eleanor is jealous of her friend's mobile phone	Fanny feels she looks beautiful today
Roberto doesn't want his younger brother to bother him, while he is watching TV	Vladko wants to kick everything that comes his way, because his mother won't let him go to a party
Hristo feels he looks ugly today	Rosi's dog died last week
Zornica thinks that she is good at everything she does	Nikolai has invited Michaela out for coffee and she really likes him
Stefan stole Vasil's girlfriend	Todor wants to hug Annie
Adrian wants to marry Eleanor	Evelyn thinks she has no friends

PSS
Promoting Social Skills

Theme 2: Lesson Plan 9

Partner country:	Bulgaria
Lesson Title:	Acquiring skills for self-knowledge, self-disclosure
Lesson no:	2.9
Social Skill:	Developing self-knowledge
Time of session	40 minutes

Session goals/aims:

Goals:

After the end of the lesson, the students will be able to:

1. Freely disclose themselves for the purpose of self-knowledge without any embarrassment.
2. Respect other people's self-discloser.

Teaching/learning activities:

Necessary resources:

A form "Get to know yourself – a map of the heart"

Pens

Preparation

Make copies of the map of the heart evaluation cards.

Exercise:

The students are sitting in a circle. The lecturers hand out a copy of "Get to know yourself – a map of the heart" to each one and give instructions: "On these cards each of you has to fill in the blank fields in the following way:

A. Write down your three personal qualities you like most;

B. Write down three things in your life you would like to change;

C. Write down the three things you think you can do best;

D. Write down three words you would like to hear about yourselves.

Start filling in with field "A" and continue in an alphabetical order. Try not to leave a blank field. In the blank field under the heart each of you can write your name.

The lecturers leave the students to work by themselves for about 10 minutes. After everyone is ready, they urge the students on sharing what they have written.

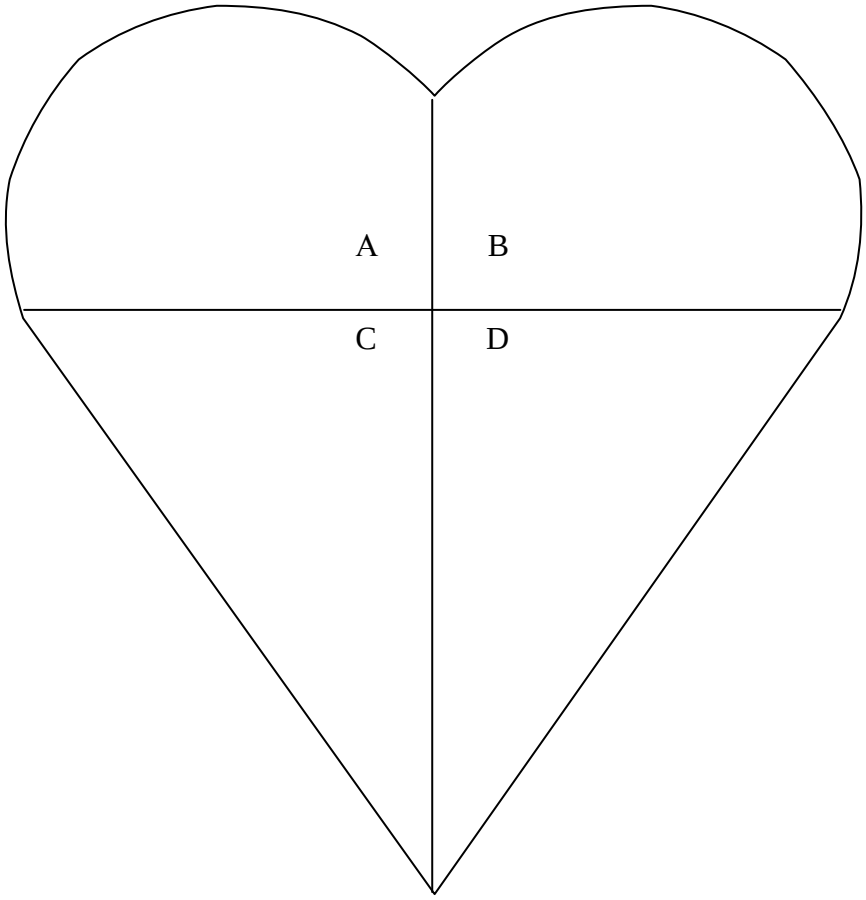
After the presentations, the lecturers set questions for discussion in front of the students:

- Have you learnt anything new about yourself? What was it?
- Have you learnt anything new about someone from the group?
- Are there any common things among the shared by you which you find characteristic for your age?

After the end of the discussion, the lecturers may urge the students on adding things they haven't managed to say so far. Something they have been impressed by, something they have liked or been surprised at, etc.

After the speech is over, the lecturers thank everyone for their frankness, for the courage, for having shared personal things in front of the others.

GET TO KNOW YOURSELF – A MAP OF THE HEART



NAME .....

A. Write down your three personal qualities you like most;
B. Write down three things in your life you would like to change;
C. Write down the three things you think you can do best;
D. Write down three words you would like to hear about yourselves.

Note:
The forms remain for the students. They contain personal information they might not wish to share.

PSS
Promoting Social Skills

Theme 2: Lesson Plan 10

Partner country:	Bulgaria
Lesson Title:	Social Skills: Paint Yourself with a Song
Lesson no:	2.10
Social Skill:	Self-evaluation

Session goals/aims:

Introduction:

It is very important to have a correct self-evaluation.
To be aware of and to understand what you are; to be able to express yourself and be yourself.
Openness, honesty and good attitude towards ourselves and the others helps good communication, good learning, and good life.

Aims:

By the end of this lesson the students will be able to:

1. Introduce themselves openly in front of other people
2. To find out what personal qualities thy have to improve and to actually do it
3. To accept other people as they are

Teaching/learning activities:

Preparation:

Before the lesson the tutors ask every student to find and bring a song which suits them best and which they can use to present themselves.
A card with instructions for the 'Paint yourself with a song' game – copied for each student.

Materials needed:

- A flipchart or an easel
- Flipchart sheets
- Markers
- Sticking plasters
- A computer with speakers

Instruction card

'Paint yourself with a song'

- Find a song or a piece of music you like and you think will portray your spirituality
- Think of a drawing that would materialize what is invisible to other people
- While everybody else is listening to your song and watching you draw you have to do the following things:
    - Introduce yourself even if the others already know you
    - Give some information about yourself- where you are from , who your parents are
    - Tell the class about the things you like and those that you don't approve of
    - Tell the class about your dreams and plans for the future
    - Confess what you like about yourself and what you want to change
    - Say everything you want to say!!!
- After the song has finished, show everybody the drawing and hang it on its place in the

classroom.

Exercise

1. Description of the task – 5 minutes

The tutors make the task clear to the students, having in advance handed out the instruction cards on 'Paint yourself with a song'.

2. 'Paint yourself with a song'

The students begin working on the tasks in the instruction card one by one. The tutors help them.

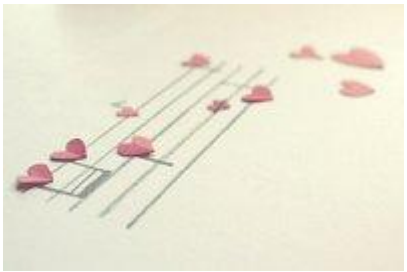
- Each student plays their song
- Tells about themselves (everything they finds necessary) with the song as a background
- Draws something, they thinks describes them best, or whatever comes to their mind
- After the presentation has finished all the students hang their paintings on the wall

The tutors monitor the individual, as well as the group atmosphere. Students' participation also has to be taken into account.

3. Summary and feedback









PSS
Promoting Social Skills

Theme 2: Lesson Plan 11

Partner country:	UK
Lesson Title:	Social situations/functions of language
Lesson no:	2.11
Social Skill:	Conversation Repair

Teaching/learning activities:

1. Skills of interaction: to repair a conversation when it breaks down due to misheard information.

Warm-up: select an activity appropriate to group in context

Social situation activity: Adult – adult role play:

Two people having a conversation one person misunderstands the other and starts to talk about something completely different.

1st model person 1 does not correct the error and agrees to take part in a different activity than the one she wanted to do.

2nd activity person explains the misunderstanding and the conversation returns to the intended topic.

Self other awareness activity:

Do you have a best friend –why do you like that person?

2. Skills of interaction: Repair a misheard comment

Warm up: Famous people exchange

Social situation activity: Adult –pupil role plays

Pupil has to tell the adult what they would like for lunch / tea today.

Adult models mishearing the pupil and starts to plan - makes a shopping list with completely different foods on the list.

Pupil has to stop adult and repair the conversation by saying

"excuse me / I'm sorry"

"I didn't say ……..What I said was ……."

"I would like ……for the meal."

Pupil must stay relaxed in body posture keep a pleasant face but be assertive in correcting the misunderstanding.

Self other awareness activity: What things do good friends do? How do they behave?

3. Skills of interaction: Re-establishing a conversation

Specific contexts : Social situations/functions of language: Conversation breakdown due to mishearing

Self/ Other awareness: Friendship

Warm-up: choose a relevant activity eg. a game or quiz to establish group for close work

Social situation activity: Pupil –pupil role play mishearing and repairing a conversation. Two at a time pupils take it in turns to first play the role of being misheard and then to mishear their partner. It may be necessary for an adult to be included in the conversation and the adult would mishear one of the pupils during the discussion.

Self other awareness activity: Starting with a blank body picture, add the qualities discussed earlier that make a good friend. Add as labels or thought bubbles around the picture of the person.

Chapter Three

Theme 3: Take an interest in socio-economic development; intercultural communication; develop ability to communicate constructively in a range of different environments

PSS
Promoting Social Skills

Theme 3: Lesson Plan 1a

Partner country:	Italy
Lesson Title:	Identity Card
Lesson no:	3.1a
Lesson duration:	1 hour or more depending on the number of participants
Social Skill:	Effective communication through creativity

Session goals/aims:

Aim:

Self-knowing and making ourselves understood thanks to a creative and effective communication.

Materials:

A room where it's possible to comfortably sit down in circle (also on the floor), white sheets, pens, pencils and/or drawing pens.

Teaching/learning activities:

Participants receive a white sheet and a pen. (Pencils and drawing pens are also available). Without writing their names they must write down information about themselves regarding interpersonal relationships, attitudes, interests, desires, ambitions, activities and hobbies. Once the Identity Card is completed everyone hangs the sheets on the wall.

Therefore, the instructor asks participants to read others' identity cards and later to comment them one by one. It will be clear how participants described their selves: did they have many things to say or they found difficulties in describing their selves? Is there any fear of showing emotions? How much space did they use? What colours? What type of writing? etc etc.

Suggestions to the instructor: the instructor will notice those people who had more difficulties in showing themselves and he will invite them to say more while underlining their positive aspects.

PSS
Promoting Social Skills

Theme 3: Lesson Plan 1b

Partner country:	Italy
Lesson Title:	Telling her/his own story
Lesson no:	3.1b
Lesson duration:	30 minutes
Social Skill:	Implementing empathy

Session goals/aims:
Aim:
Consciousness of communication aspects and implementing of empathy.

Materials:
A room where it's possible to comfortably sit down in circle (also on the floor).

Teaching/learning activities:

The instructor asks for three volunteers and invites two of them to leave the room while the third stays.
The instructor explains the activity. He/she will tell an experience or a very important episode which happened to a person of their same age; the volunteer, who had remained in the classroom, has to listen carefully and memorize in order to tell the second volunteer, who will do the same with the third one. It will be the third one to tell the story to the group. Participants will have to write down differences in the three versions of the same story.
Free final discussion about communication and information sharing and the emotion aroused.

Suggestions to the instructor: Articles from newspapers or magazines are ok if long enough. The important thing is that the episode has to do with the students participating.
The aim is to make participants consider how personal experiences and emotions can influence just a simple information sharing.

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Promoting Social Skills

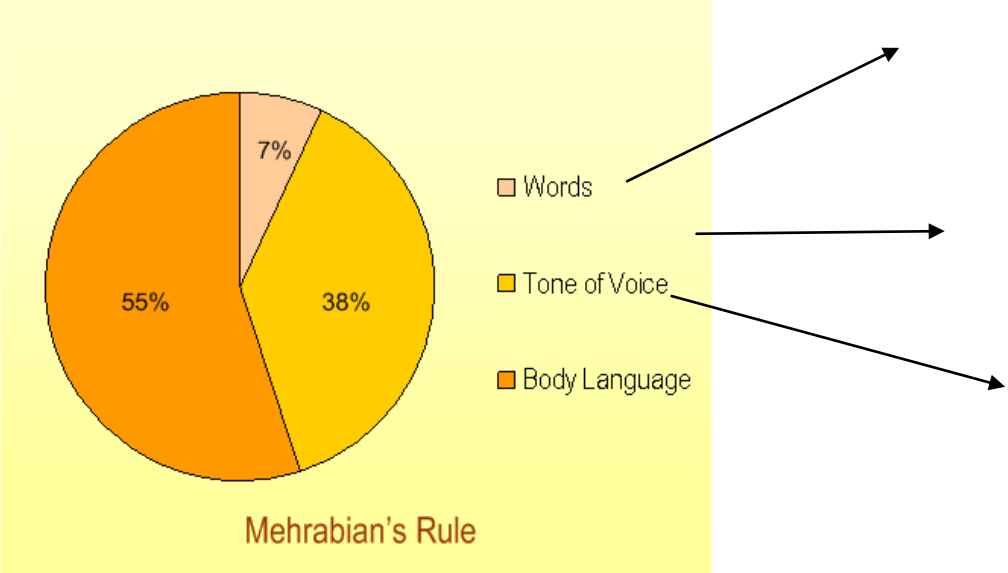
Theme 3: Lesson Plan 2

Partner country:	UK
Lesson Title:	Real communication
Lesson no:	3.2
Social Skill:	Working with others on social skills

Session goals/aims:
Improve communication skills

Teaching/learning activities:

Introduction:
Initiate group discussion, on the topic of how individuals treat one another and interactions through conversation and wider group behaviours.
Students can consider the diagram relating to communication – verbal ad non-verbal



And the illustration which emphasizes the message:



The illustrations help to draw attention to the importance of body language and to allow discussions of how proximity has an impact on positive communication

Activity: Task – in pairs students say the sentence given so that it carries three different messages. Firstly ensure that all the group understands the meaning of the words and terms used through examples and discussion if necessary. Then instruct them as follows - You cannot change the words, only the way you say them and how you change your body language. Try saying the sentence:

- Aggressively
- Passively
- Assertively

How did your body language & tone change for each?



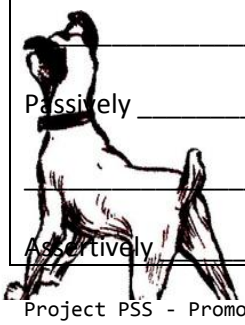
Aggressively _____

_____

Passively _____

_____

Assertively _____





How do you feel if somebody criticises what you have done?

_____

There is a way someone can criticise without making you feel too bad. This is called constructive criticism. It can be done by: _____

_____

Imagine a friend has done a job for you, but it isn't quite right. How could you tell them without them getting upset or angry?

_____

_____

_____

Think about past situations;

When you have been cross with someone how did you stand?

When you're feeling nervous is there anything you do?

_____

If you have upset someone you care about, (and feel bad about it) how would you talk to them?

_____

_____

What do these emotions represent?







PSS
Promoting Social Skills

Theme 3: Lesson Plan 3a

Partner country:	UK
Lesson Title:	Understanding and being understood
Lesson no:	3.3a
Social Skill:	Social communication

Session goals/aims:
Improve communication skills

Warm Up Games: Spin the plate or another lively activity that requires physical activity and speed/coordination

Social Communication Activity/games:

Introduce next game really quickly so that it is difficult to understand, then slow down and speak so slowly that it is boring.

1. Brainstorm –Why do we need to speak at the correct pace to be understood?

2. Role play speaking too quickly

3. Role play speaking too slowly

Play name exchange but say names very quickly, then very slowly.

Self/other awareness activities/games:

Feelings – when was the last time you felt really angry.

How do you feel inside when you are angry

What do you look like on the outside when you are angry?

Draw an angry face on the poster.

Plenary

Remind pupils to speak at the correct pace to be easily understood.

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Theme 3: Lesson Plan 3b

Partner country:	UK
Lesson Title:	Communicating preferences and appreciating others
Lesson no:	3.3b
Social Skill:	Social communication
Number of students	Suited to groups of 8/9

Session goals/aims:
Remind pupils that we are thinking about speaking at the correct pace when talking. Considering others and the situation

Warm Up Games:
Play a question and answer or other appropriate game – preferably one well known to the group

Social Communication Activity/games:
Everyone take turns telling the others their favourite meal – the group votes too fast too slow or just right for each pupil.

Conversation practice – in threes -others feedback correct pace now or still too fast/slow.

Self/other awareness activities/games:

- Feelings – when was the last time you felt really sad.
- How do you feel inside when you are sad
- What do you look like on the outside when you are sad.

Draw a sad face on the poster.

Plenary:

Speak at the correct pace or too fast or too slow to the group…. Can they say if you are speaking at the correct pace or not – vote with pictures.

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Theme 3: Lesson Plan 3c

Partner country:	UK
Lesson Title:	Developing appropriate communication skills
Lesson no:	3.3c
Social Skill:	Social communication

Session goals/aims:
Recognising how emotions affect the way we communicate

Warm Up Games:
As active as possible – physical movement
Social Communication Activity/games:

Start the lesson by shouting instructions at the group, what is wrong with the way you are talking to them?

Then speak so quietly that you cannot be heard, Discuss why you need to speak at the correct volume.

Place too quiet, too loud cards in the centre of the group. Take names out of a hat and ask these pupils to each pick up a card (two of each card).

Now have a discussion within the group but the pupils with cards must speak in the way directed by the card –too loud or too softly.
Stop the conversation and ask the others to identify the cards held by the other pupils.

Self/other awareness activities/games:

Feelings – when was the last time you felt really excited?
How do you feel inside when you are excited?
What do you look like on the outside when you are excited?

Draw an excited face on the poster

Plenary

Talk about staying calm, how our emotions can affect how we talk. When we are excited or scared do we talk faster, when we are sad or depressed to we speak more slowly?

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Theme 3: Lesson Plan 4a

Partner country:	UK
Lesson Title:	Sensitivity to personal space
Lesson no:	3.4a
Social Skill:	Social communication

Session goals/aims:
Talk about needing to be aware of personal space when having a conversation

Warm Up Games:
Famous people exchange – use celebrity – sports photos and pupils select favourites and explain choices

Social Communication Activity/games:
Video the group – play back, can we understand what everyone is saying are any of the group too fast or too slow, too loud or too quiet?
Follow on with conversation practices – in threes – based on group understanding encourage class to discuss topic working on good interaction

Self/other awareness activities/games:
Feelings – when was the last time you felt really frightened?
How do you feel inside when you are frightened?
What do you look like on the outside when you are frightened?



Draw a frightened face on the poster. Discuss how varied these kind of feelings can be and how to communicate with adults if you are concerned about a fellow student
Continuation activities can suggest the need to be responsible in these contexts

Plenary
Let pupils know that they need to think about personal space when talking in all situations, school, home, friends etc.

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Theme 3: Lesson Plan 4b

Partner country:	UK
Lesson Title:	Sensitivity to personal space 2
Lesson no:	3.4b
Social Skill:	Social communication

Session goals/aims:
Remind the group that they are learning a skill to use in the work place, at home and socially with friends as well as in school.

Warm Up Games:
Choose an appropriate activity that will warm up and focus the group

Social Communication Activity/games:
Put a hoop in the middle of the group ask different pupils to stand in the hoop and then hold a conversation.
Who found being this close difficult?

Role play having a conversation too far apart – send pupils outside the door and try to give them a message. Can they hear and understand?

One pupil stands while another walks slowly towards him/her. The first pupil tells the other when to stop, when they are at a comfortable distance for a conversation.

Talk about the different distances that people like.
How can you tell if you are standing too close to someone? Too far away?

Conversation practices – pupils stand where they feel most comfortable to have a conversation.

Self/other awareness activities/games:

Feelings – when was the last time you felt really happy.

How do you feel inside when you are happy

What do you look like on the outside when you are happy?

Draw a happy face on the poster. Remember to share these with the whole group and to display the work. Use this to extend and promote discussion about approaches to improving group well being

Plenary: Remind pupils to look for non verbal clues to help during conversations, people's feelings and personal space.

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Promoting Social Skills

Theme 3: Lesson Plan 5

Partner country:	Denmark
Lesson Title:	Outdoor life in PE
Lesson no:	3.5
Social Skill:	Enhancing interpersonal skills
Time of session	45 minutes
Context	Intended for older pupils

Session goals/aims:
The idea is to develop pupils' social skills through a playful approach outdoors. The lesson should stimulate the pupils' tactile senses and enhance their interpersonal skills.

Teaching/learning activities:

We have chosen two games which are based on the physical element of fighting against others whilst simultaneously focusing on social skills. Both games require tactical considerations developed whilst playing. An advantage in playing outdoors is the softer ground. The outdoor surrounding gives a new and different atmosphere and because the pupils wear their P.E. outfits, they won't mind getting dirty! It is generally a good idea to take pupils outside where it is possible to expand their social arena.
Before undertaking the games, it is important to point out the dangers involved by explaining that it can get quite violent and that it is important that they look after each other – even the opposing team. After all, they are all in the same class and have to be able to look one another in the eye afterwards!

So exactly what games are we talking about?
The first game is called British Bulldog. The rules for this game are as follows:
The square pitch consists of two lines at opposite ends, where pupils can stand protected from those who are It. The length of the pitch may vary depending on the number of pupils, but we have used 20 meters for 20 pupils. Two initial catchers start in the middle of the pitch and the other pupils start behind each line. They now attempt to run from one end to the other without getting caught by the two catchers. When a pupil gets caught, the catchers must lift him or her off the ground and say "British Bulldog" after which he or she also becomes a catcher. The game is over when all pupils are caught. As an added twist to the game, the pupils do not have complete protection behind the lines. They cannot be lifted up; however, they can be caught and the dragged out into the open space and then lifted and transformed into a catcher.
The second game is called Border Land. Like British Bulldog the pitch is square but this time there must be a clear line in the middle of the pitch. The pupils are split into two teams on each side of the pitch. They then have to try to capture and retrieve pupils from the other team back onto their own side of the pitch by dragging them. However, they must always be in physical contact with their own side of the border. They may wish to interlock as long human chains, but if the chain is broken or one person lets go, thus leaving pupils alone in the wrong side with no contact

to their own side, they are all lost to the opposing team. The team which retrieves all opposition to their side wins.

Signs

The teacher must observe the pupils while they play British Bulldog and Border Land and monitor how they socially interact. The teacher can observe whether the pupils help each other when they get caught. Also, as hunters, pupils have to work together in order to capture runners who, incidentally, have optimal chances for survival if they run in small groups. The pupils' tactile senses are very much stimulated through these games as they hold on to and lift each other. Another aspect is that pupils must look out for each other so that the game does not become too rough. If this happens, the teacher must immediately intervene and secure a playful approach in order to enhance the social skills. Finally, the teacher can have a discussion with the pupils about what hunters and runners can do differently next time.

Evaluation

The games are a piece of a larger puzzle where the pupils are presented with similar exercises with the same goal throughout the whole year. These goals cannot be obtained in a single lesson but the games can form a good basis for work on social skills as a focal point. As already mentioned, it is very important that students do not become violent during the game as it may cause injuries. The teacher must always be ready to intervene. However, they are allowed to be aggressive because contact is an important aspect and they have to overcome their physical barriers. In this context it is a clear advantage that the teacher knows his or her pupils well.
We have chosen to focus on pupils' social skills, but the primary goal of these games could also be to develop pupils' tactical skills. Both games are very tactical and the teacher may wish to discuss tactics in the introductory phases of a game or allow pupils to develop their own tactics through the game.

Lesson plan developed by Bitten, Jens, Mikkel, Anders and Lise

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Promoting Social Skills

Theme 3: Lesson Plan 6

Partner country:	Denmark
Lesson Title:	Pupils' Youth Council
Lesson no:	3.6
Social Skill:	Take an interest in socio-economic development; intercultural communication; develop ability to communicate constructively in a range of different environments.
Time of session	Several lessons
Context	The social studies programme has been constructed from a social constructivist learning view, where the pupils train social skills through active participation in interaction with one another. We are convinced that social skills are of crucial importance to learning. Moreover, social skills are regarded as part of the attempt to train the pupils in performance.

Session goals/aims:

- Contribute constructively to group work
- Contribute with own views and listen actively to others
- Be critical in relation to own and others' views
- Attain insight into the work of the Pupils' Council and its future development
- That the pupils can relate work on the Pupils' Council to social problems

Teaching/learning activities:

METHOD

- Everyone participates in dialogue and discussions
- Pupils pose questions on the form and content of the present Pupils' Council (if there is one) at their school
- Everyone listens to the others and combines various views in a common resolve
- The pupils use current terminology relevant to social studies which the teacher uses in class

TASKS

Lessons for 8th class are planned using the Storyline-method. (***Please look at the web-based PSS Helpdesk to find supporting theoretical material for The Storyline method in Denmark)**

The teacher organizes the groups. The story line is that a school needs to establish a Pupils' Council /reassess an existing one. The pupils are given several assignments/ problems to be solved in groups. Method: dialogue, discussion, opinion forming etc. (see Encl. 1 – work sheet and Encl. 2 – To the teacher)

ASSESSMENT
Assessment in the form of plenary discussion, dialogue in groups, internal discussion etc. Empowerment and civic competence stress that the dimensions listed below are included in the curriculum, so that the pupil, as a citizen not only accepts the state of society but is also able to develop and take part in it.

PLANNING AND ASSESSMENT MODEL - CIVICS[6]

	Structural/political dimension	**Personal/cultural dimension**
Minimal understanding of civics	**Access to knowledge of:** • Rights • Democracy • Discrimination • Intercultural Communication • Civil society, associations, organizations etc.. **Provision:** formal, systematic education in rights, responsibility and obligations	**Possibility for reflection on identity:** • Either/or (conflict) • Both/and (Hybrid) **Provision:** Possibility of making choices, activating feelings in relation to nationality in the classes
	Inclusive dimension	**Competence dimension**
Maximum understanding of civics	**Educational milieu as the framework for inclusion:** • Safety and security: socially, psychologically and physically • Active participation and co-determination **Provision:** Learning environment and teaching situation as examples of "the good, commodious society"	**Possibility of developing skills in civics:** • Political alphabetization: understood as the political game, political convention, negotiation, understanding of the meaning of laws and rules • Skills which can lead to social changes: tools for trouble shooting, language and usage, argumentation, argumentation and mobilization **Provision:** In the classroom

[6] Korsgaard m.fl. red., 2007: side 252

		and in the daily life of the school the possibility of training skills in the ability to act.

ENCL. 1:

PUPILS'/YOUTH COUNCIL

At the school it has been decided to re-assess the function of the Pupils' Council. Members of staff and the school's Board of Directors have become increasingly aware that the school should have a more democratic approach to the pupils, and that the pupils' influence on the everyday running of the school should be increased. However, the staff and the Board cannot agree as to how great pupil participation should be. Therefore, they have decided that you are to discuss pupil influence on the daily life of the school and come up with some suggestions!

1-2 Lesson

1. Establish a Pupils' Council: Discuss who, how many, etc. who are to be members of the council. Should a teacher be attached to the council?. How are resolutions to be taken in the Pupils' Council?

2. In addition you must decide if the Pupils' Council is to have influence on:

    i. The economy.

    ii. New appointments/ dismissals.

    iii. Food/canteen.

    iv. Facilities/ interior design.

    v. Other ideas.

3-4 lesson:

3. The class is to come to an agreement on the rules and regulations for the Pupils' Council, plus how great a degree of influence a Pupils' Council can actually handle? At the same time you must design a poster, together with your teacher, containing the points you decide on. This is to be put up in the classroom.

4-5/6 lesson:

1.

Your school has received the sum of € 15,000 from EU-funds which it can spend as it likes. Your Headmaster and Board of Directors have decided that it is up to the Pupils' Council to decide what the money is to be used for. However, they have chosen 4 possibilities which the Pupils' Council is to give priority to:

- Portable computers for all pupils in the Upper School. All pupils from 8th to the 10th class can receive a personal portable computer. There are, however, certain limitations. They won't be the smartest, fastest computers on the market. They can go on the Internet on

the school's premises where they can be controlled from the teacher's "master" computer. They cannot be used for social internet programmes such as MSN, Face book, Arto. etc.

- Renovation of the school's now run-down toilets: The money will be used to build new toilet facilities. The toilet block will be completely closed off so that you can visit the toilet undisturbed. Environment-friendly toilets will be installed so that the school can present a green profile. This will also mean that the school will save money on water and paper. This money will be used in other areas of the school.
- A new canteen offering healthy food to the pupils. The school wants to present a healthy profile. It will therefore do away with unhealthy food and replace it with healthy food. The reason behind this is that healthy food can increase motivation and concentration in the pupils. If the school introduces these measures, it can achieve recommendation for extra funding in order to expand its healthy profile e.g. more sports lessons, improved sports facilities etc.
- Establishment of new playground apparatus in the school playground following the closure of the existing ones as a result of their poor condition. New apparatus for infant classes and primary school, new football goal posts, establishment of a new basketball court, etc. The pupils say that they are bored during breaks and have difficulty finding anything interesting to do. This has led to unsuitable activity and behaviour especially by the infants and primary pupils.

2.

The groups are to work out a sales talk to promote their first choice, plus a visual presentation, for example, a picture, a collage, PowerPoint, which could contain pictures, text, prices, etc. The groups present their work to the rest of the class after which it is the job of the class to come to an agreement.

Encl. 2

To the teacher

Lessons 1,2 &3:

You have divided the class into groups of 4-5 pupils. At the bottom of the lesson and work plan – Encl. 1 you will find a glossary containing some terms. You can use these terms as tools for creating substance in the dialogue which occurs in the classroom.

The idea behind the 4 lessons is to teach democracy through democracy. The class can be regarded as a mini-community which has to come to some decisions. This can aid the pupils' understanding of, and participation in, the democratic processes. When, as a teacher, you work with democracy, you must be aware that there are many ways of doing this. This lesson plan aims to create a framework in which the pupils experience that democracy manifests itself in many different ways. Sometimes the aim of the democratic process is that a specific problem is seen from as many angles as possible. At other times the aim can be that the pupils must come to an agreement or must conclude by taking a vote. By becoming acquainted with the various kinds of democratic process each pupil should achieve an understanding of the fact that democracy is not unambiguous, and that democratic processes can come in various forms.

The idea behind the first 3 lessons is to establish democratic behaviour that builds on equal status and respect for others. The lessons weight the pupils' participation and aim to strengthen their desire to express themselves with regard to both the teaching and the life of the school in general.

Lessons 4,5 & 6

It is a prerequisite of a democratic debate that there are clear guidelines for the dialogue both in relation to the teaching and in mutual relations between the pupils themselves. The teacher can adjust to the school and age group. The aim of the classes is to give the pupils skills that can enable

them to speak up for themselves in public. They should be able to present their case objectively. Moreover, they are to learn to solve problems and conflicts. As the teacher you are to create a debate on why the pupils have chosen one scenario in preference to another, and which considerations and arguments lay behind their decision.

Terms that can be used in the classes

Direct democracy, representative democracy, democracy as a way of life, civic competence, rights and obligations, rhetoric, forms of communication, consensus, compromise, co-determination, self-determination, solidarity, individuality and cooperation, power, voluntary work, sponsors, etc.

- Hal Koch, "Hvad er demokrati", Gyldendal, 1995
- Ove Korsgaard m.fl. red, "Medborgerskab et nyt dannelsesideal", Religionspædagogisk Forlag 2007
- www.uvm.dk

PSS
Promoting Social Skills

Theme 3: Lesson Plan 7

Partner country:	Denmark
Lesson Title:	American Culture
Lesson no:	3.7
Social Skill:	Take an interest in socio-economic development; intercultural communication; develop ability to communicate constructively in a range of different environments.
Time of session	Several lessons
Context	The social studies programme has been constructed from a social constructivist learning view, where the pupils train social skills through active participation in interaction with one another. We are convinced that social skills are of crucial importance to learning. Moreover, social skills are regarded as part of the attempt to train the pupils in performance.

Session goals/aims:

- Contribute constructively to group work
- Contribute with own views and listen actively to others
- Be critical in relation to own and others' views
- Attain insight into the work of the Pupils' Council and its future development
- That the pupils can relate work on the Pupils' Council to social problems

Teaching/learning activities:

You can choose from the following lesson plans to let your students learn about American Culture – or you could use all to give an impression on different traditions.

A

Lesson	**Lesson plan/syllabus**	**Method/working models**	**The objectives for the students' proficiency academically and socially:**
1. Lesson	Mind map and brainstorming about the American holiday (Halloween). What do the students already know? You might show some Halloween pictures from the States. www.willstar.com	"Before starting the topic work" pre-understanding exercises. Pair working.	Doing a mind map exercise will hopefully allow every student to act orally in class. The exercise at www.willstar.com is a vocabulary building exercise.
2. Lesson	Homework: All about the USA, the chapter about "Halloween" Topic work:	Read aloud, talk about the text. Literature	Practicing translation and understanding of a chosen text.

	1. The history of Halloween 2. Jack o Lanterns, trick or treat, traditions (http://www.history.com/topics/halloween) and (www.willstar.com) 3. Ghost stories (http://www.halloweenishere.com/ghost_stories.html)	conversation. Group work. Topics work.	Practicing group work skills.
3. Lesson	The topic work continues	Group work. Topics work.	The students discuss their presentation. Social skills, dividing the text between each other equally.

B

1. Lesson	Halloween (October 31) The students present their little Halloween "thing"	Presentations. Any other business: Halloween comic strips.	The students practice the presentation form, and hopefully boost their self-worth and self-esteem. Practicing English orally.
2. Lesson	Homework: All about the USA, the chapter about "The Fifty States" Each student finds her/his own state to explore. Maybe explores a bit of sightseeing in the state. (http://www.americaslibrary.gov/)	Literature conversation. Individual work	Practicing individual work. And the ability to single out the important information about a state. Personal wish, what would you like to see if you were to go to USA.
3. Lesson	Homework: All about the USA the chapter about "Stars and stripes" research on web about the flag	Pair working.	Knowing the background behind the flag. Practicing translation.

C

1. Lesson	The Star Spangled Banner. The American anthem. (www.youtube.com) http://www.lifeintheusa.com/people/index.html Native Americans "White" people "Black" People Hispanics Asians	Group work. Groups of 4. Short presentation. The students' presents a couple of facts about the groups of people they have been looking into.	The students will see that USA is one country. But when talking about the American people you talk about a "salad bowl"

2. Lesson	All about the USA, the chapter about: Coca cola Watching a couple of Coca cola commercials. Making a "commercial review"	Individual work	Practicing writing skills. (Perhaps working with transition words)
3. Lesson	All about the USA, the chapter about: The Hamburger	Maybe doing some home economics?	To have fun. Experience American food culture.

D

1. Lesson	Meet amazing Americans http://www.americaslibrary.gov/ Introducing how the rest of the week will continue. Working with and amazing American. A little project work.	Pair work	Practicing pair work, (Small PowerPoint presentation) Background knowledge of an American person.
2. Lesson Veterans day (November 11)	The work continues		
3. Lesson	Presentations	Smart board presentations (PowerPoint)	

E

1. Lesson	Starting the topic work about Thanksgiving. Watching an episode of "Friends".	Literature conversation= Movie conversation.	The students will get an idea of what Thanksgiving is all about.
2. Lesson Thanksgiving (November 25)	All about the USA, the chapter about: Thanksgiving. Questions to the text. A little grammar exercise. A video clip: Thanksgiving dinner-1950's. http://www.havefunwithhistory.com/HistorySubjects/holidays.html	Pair work.	The students' will experience/see Thanksgiving as in the old days.
3. Lesson	Watching an episode of "Friends" Discussion American-Danish traditions. Making a comparison.	Class discussion.	The students' will talk and discuss a similar Danish tradition (Christmas) The next topic.

F

1. Lesson	Mind map and brainstorming about the American Christmas. What do the	"Before starting the topic work" preunderstanding	Doing a mind map exercise will hopefully allow every student to act orally in class.

	students already know? Christmas story writing Maybe I have the beginning and they finish the story? Maybe they write a song. Different tasks.	exercises. "Process writing "- Thomas Illum Hansen	Vocabulary building
2. Lesson	The writing continues		
Lesson Christmas (December 25)	The writing continues- Ohh, and we will eat some Christmas candy ☺		

http://www.apples4theteacher.com/holidays/halloween/printables/

PSS
Promoting Social Skills

Theme 3: Lesson Plan 8

Partner country:	Bulgaria
Lesson Title:	Social Skills: Making decisions
Lesson no:	3.8
Social Skill:	Making Decisions
Session time	45 Minutes

Session goals/aims:

Introduction

Every day we make decisions, whether big or small. Each decision we make will influence the rest of our life in a certain way. When we make decisions, no matter how big they are it is important to have enough information and time for careful discussion.

Aims:

By the end of this lesson the students will be able to:

1. Determine what information they need to make a decision
2. Create a plan to take a good decision
3. Make a good decision

Materials:

A board/ a flipchart
Pens and paper
Playing cards 'What shall we do?'

Preparation:

Make a copy of the Playing cards 'What shall we do?' and cut them into pieces.

Exercise:

1. **'What shall we do?'** (10 -15 minutes)

The tutors put the students into 5 small groups and give each group a card 'What shall we do?' The students read carefully what is on their card. The tutors ask the students: 'What does one need to make a decision?' and write the answers on the board. The tutors have to encourage the students to include the following words/phrases: reliable information, advice, self-confidence, enough time, a few alternatives, being aware of the consequences, being able to accept the consequences.
The tutors ask the students: 'What may some of the future goals of the person from the card be?' Then they write the answers on the board, while encouraging the students to include: education, family, good health, job.

2. **Making decisions** (10 -15 minutes)

The tutors ask the students:

- 'What information does the person in your card need to make a good decision?'
- 'What kind of support and advice does the person in your card need to make a good decision?'

- 'Which are the three possible solutions for the person in your card?'
- 'What are the possible consequences of each of the decisions?'
- 'Having in mind the future goals of the person from the card, what, do you think, is the healthiest decision for them?'

3. Sharing

Each group reads the case in their card, shares the possible solutions and says which one they have chosen and why.
The tutors give time for discussion.

Radoslav is in 11th grade. He has an offer for a job as a construction worker for 6 months. He can work together with his older brother. He could earn a lot of money, but this job has no prospects. He would have to leave school. What should Radoslav do?

Victoria is 15 years old. And she wants to date Angel. However, he doesn't pay any attention to her. Her friends tell her she has to wait for him to ask her out. Can she make the first step? What should Victoria do?

Lidia is at a party with a group of friends. The party finishes late and she is one of the people who leave last. Georgi has to take her home- he is not drunk, but he had a few drinks. Lidia is hesitating whether to call her parents, because they might not let Georgi drive her again. She has no money for a taxi.
What should Lidia do?

Nikolai lives with his parents and his three younger brothers. He is 20 and he is a promising football player. His uncle in America offers to try and find him a scholarship so that he can study at an American college. Nikolai's father has been unemployed for the past few months and their only income comes form temporary jobs that Nikolai finds.
What should Nikolai do?

Madlen and her boyfriend re in love with each other and they are planning to get married. They haven't done it because she is a student and her family still supports her financially. Her boyfriend has a job but his income is not enough to provide for a family. Their desire to have a family is growing bigger.
What should Madlen do?

Chapter Four

Theme 4: Value diversity, respect others and be prepared to overcome prejudice and show tolerance; express and understand different viewpoints and learn to compromise

PSS
Promoting Social Skills

Theme 4: Lesson Plan 1

Partner country:	UK
Lesson Title:	Negotiating a compromise
Lesson no:	4.1
Social Skill:	Social situations and the function of language

Session goals/aims:
To understand the concept of compromise

Warm Up Games:
Come into my chair in pairs

Social Communication Activity/games:
Your brother is watching a programme but your favourite cartoon is about to start on the other channel – what will you do?

Pupil / Adult role play. Adult is brother/sister and pupil is self. Can they negotiate a compromise? Others give thumbs up and verbal feedback.

- Wrestle him to the ground and fight for the controller.
- Send him off to get something and then change the channel
- Offer food/money as a bribe so that you can change the channel
- Suggest that he watches the repeats later
- Put a video in a tape you cartoon, watch it later. Let him watch it but say next time it's my choice what we watch.

Self/other awareness activities/games:
Pupil listen to different tracks from CD's that they have been allowed to bring in for the session. Listen and pupils say if they like/ don't like –Why?

PSS
Promoting Social Skills

Theme 4: Lesson Plan 2

Partner country:	UK
Lesson Title:	Dealing with prejudice and discrimination
Lesson no:	4.2
Social Skill:	Social situations and the function of language

Session goals/aims:
To highlight the interpersonal aspects of prejudice and discrimination within groups

Introduction: Begin with a general discussion shaped to accommodate group needs – any recent illustrations particularly from a local or regional context may be very valuable to bring home the proximity of issues

Follow on with eliciting examples from students/pupils on this topic and use this more local and personal reality to open a – Discussion of Skills to deal with the challenges presented by this behavior

Next step: work on definitions of effective strategies – ideally use prompts and illustrations from students who are willing to share with peers but if not then introduce examples from the locality or the age phase on a wider basis

Role play activity:

Student A volunteers to take the part of a prejudiced individual rejecting the friendly advances of a student from a minority group

Student B takes the minority role and encounters the discriminatory behavior – use more than one run through to establish the best and worst responses

Ensure that students share their views and approaches with a positives and negatives analysis

In addition young people should understand that discriminatory and prejudicial behaviours are always illegal and that all have recourse to law. They can look at legislation and use question and answer with supported topic research to explore-

Have you ever broken the law?

What would you do to improve the situations in schools and colleges in relation to prejudice and discrimination?

Additional resource: the summary below refers to

Key changes in the new UK Equality Act (October 1 2010), and all need to be aware of the changes to previous legislation. There aren't endless major changes, but there are some significant ones. The point of this Act is to streamline and combine previous legislation to make things easier:

- The headings of **age**, **disability** (which includes mental health and people diagnosed as clinically obese), **race**, **religion or belief**, **sex**, **sexual orientation**, **gender reassignment** (people who are having or who have had a sex change, transvestites and transgender people), **marriage and civil partnership**, and **pregnancy and maternity** are now to be known as '**protected characteristics**'.
- There are now seven different types of discrimination:
    - **Direct discrimination**: discrimination because of a protected characteristic.
    - **Associative discrimination**: direct discrimination against someone because they are associated with another person with a protected characteristic. (This includes carers of disabled people and elderly relatives, who can claim they were treated unfairly because of duties that had to carry out at home relating to their care work. It also covers discrimination against someone because, for example, their partner is from another country.)
    - **Indirect discrimination**: when you have a rule or policy that applies to everyone but disadvantages a person with a protected characteristic.
    - **Harassment**: behaviour deemed offensive by the recipient. Employees can claim they find something offensive even when it's not directed at them.
    - **Harassment by a third part**y: employers are potentially liable for the harassment of staff or customers by people they don't directly employ, such as a contractor.
    - **Victimisation**: discrimination against someone because they made or supported a complaint under Equality Act legislation.
    - **Discrimination by perception**: direct discrimination against someone because others think they have a protected characteristic (even if they don't).

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Promoting Social Skills

Theme 4: Lesson Plan 3

Partner country:	UK
Lesson Title:	How can we deal with online bullying?
Lesson no:	4.3
Social Skill:	Respect others and be prepared to overcome prejudice

Session goals/aims:
To discuss the problems of online bullying and work out strategies to deal with it

Introduction:
All young people are potentially at risk from the dangers of harassment which employs new technologies of all kinds – from unkind comment on social networking sites to being texted with cruel messages in large volumes
For some young people this kind of excessive pressure – using photos or campaigns of bullying online can lead to severe depression or even suicide attempts

You may wish to use the kind of resource available below

http://news.bbc.co.uk/cbbcnews/hi/newsid_7880000/newsid_7880700/7880707.stm

'Staying safe online'



In groups of four or more encourage your students to share a discussion on topics close to their own experience relating to cyber-bullies

- Do these fellow students have reasons for their own behavior?
- Can whole school or college policies support victims and deal with offenders?
- What should each individual do if they encounter such behaviours either against themselves or others?

Activity:
In groups students can use a flip chart to write a policy for the school which outlines the dangers and puts in place the institutional responses – this may include contracts for all school members to

ensure ownership of responsibility for the personal security and well being of all members of the community

Where policies exist there could be a critical discussion of its effectiveness

- Students can discuss the background and specific nature of bullying they have encountered – is there a race, age, sexual orientation or religious aspect to this
- Finally produce materials (using flip charts or other presentational resources) to illustrate a set of potential actions/sanctions

How can a group of students keep one another safe and why should we strive for this? Discuss self and other in the context of relationship building.

Appropriate national legislation should be used in such a lesson

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Promoting Social Skills

Theme 4: Lesson Plan 4

Partner country:	Denmark
Lesson Title:	Language learning
Lesson no:	4.4
Social Skill:	Value diversity and show tolerance; express and understand different viewpoints and learn to compromise

Session goals/aims:
To expand pupils' vocabulary

Introduction to the subject – Sport

Wayne Rooney:

The students read the text and find words they can link with sport.
Goal → to expand the students' vocabulary
Skills → reading

Brainstorm

- When I say sport, what do you think of?
- Why do you attend to sports?
    - What about being with your friends – socializing?
    - National anthem
    - (use words from the text the students have read)

Write down in 'type with me'
The words from the brainstorm are used later on, when the students are to work with Readers Theater.
Skills → speaking: express your thoughts.

Find someone who:

Walk around and ask your classmates questions from the list below. The same name must not appear more than once.
Find someone who:

1. Likes to play basketball.
2. Has never played golf.
3. Wants to be a professional soccer player.
4. Would never do drugs to get his/her way to the top.
5. Has played handball for minimum 3 years.
6. Has a family member who has run a marathon.
7. Hate to lose.
8. Has Nike running shoes.
9. Would never ride his/her bicycle in Tour De France.
10. Wants to be a bodybuilder.

This little exercise is to get students off their seats and force them to talk/interact with each other. The fact that they cannot write the same name twice, forces them to ask different students.
Skills → speaking: ask – answer - take turns
Goal → to make conversation – loosen up

Continued on next page ……

A little game:
Get together in pairs.
Make a list of sports, which are team sports.
In turns each pair says one of the sports on their list.
The teacher writes the sports on the blackboard.
If you repeat a sport, say an individual sport, or run out of ideas, you are out and must sit down.
The pair left standing has won.

Skills → taking turns, overcome frustrations.

Homework:
The students write and blog a short text (5 lines) of the sport they fancy
They are going to blog the text on posterous.com – a shared blog will be created.

Skills → Writing

Grammar:
Regular verbs – focus on 3rd person singular
Past tense and present perfect
Important – be creative.

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Theme 4: Lesson Plan 5

Partner country:	Denmark
Lesson Title:	Readers' Theatre
Lesson no:	4.5
Social Skill:	Value diversity and show tolerance; express and understand different viewpoints and learn to compromise

Session goals/aims:
Introduce the 'Readers' Theatre'

Theater:
The students are given scripts from sports movies.
In groups they have to rehearse the performance and show it to the rest of the class.

Goal → to give them knowledge of what Readers Theatre is all about.
Skills → speaking

Script writers:
In groups of 4-5 the students are to write their own script
The script must contain at least 10 words from the vocabulary on type with me.
If the students are out of ideas I will give them pictures for inspiration. (Pictures of the world, reporters, sports athletes, etc)
When finished, they can record it on their cell phones and show it to the rest of the class. They can also just do live acting.
After each performance the students give each other praise and criticism by these criteria:

- Contents: According to the theme?
- Performance: What kind of performance and how did it work?
- Pronunciation: Was it understandable?
- 10 words from the vocabulary?

The audiences are not only supposed to just watch and laugh, they are supposed to listen so that they are able to give constructive criticism to the group. When you give them a task like this, the students also evaluate their own performance.

Goal → for the students to be inventive and creative – create their own conversation and interaction
Skills → Writing and speaking

Goal → to make conversation – loosen up

PSS
Promoting Social Skills

Theme 4: Lesson Plan 6a

Partner country:	Denmark
Lesson Title:	Music Cafe
Lesson no:	4.6a
Social Skill:	Developing maturity as individuals (Also self confidence and teamwork) Value diversity and show tolerance; express and understand different viewpoints and learn to compromise
Time of session	Several lessons
Context	Storyline Definition: A Storyline is a thematic, problem oriented lesson plan, in which the teaching is not managed by a central subject, but onward going like a story – following a storyline. Key questions or incidents are the steering mechanisms for the teacher. The key questions have to be planned carefully so the teacher knows the direction in which he /she wants to lead the thoughts and investigations of the students The teacher can plan these incidents within the area of the curriculum but must be aware not to ask questions with the intention of leading to a particular answer. The students are not taught but challenged. They are learning by experience through discovery, reflection, dialogue and acting. They are in the universe of a story working with the reality they know, in order to expand their understanding of the world – supported by visualization of their imagination. It is important that the students all the way through are aware that their own creative and arguing thinking is valuable.

Session goals/aims:

The teaching will lead toward students acquiring knowledge and skills that enable them to

- Join a committed and qualified in a musical community
- dive into musical work on a restricted area
- reflect on a musical work with others
- explain the different characteristics of the music that has been worked with

Documenting an intensive and immersive work with music in a musical performance or another related musical

Teaching/learning activities:

A storyline is planned so that you work:

A. Within the frame of a story
B. With a starting point in the students' knowledge of the world and in challenging their understanding.
C. Problem solving
D. In a way that engage the students in their learning processes.
E. In a way that recognizes the creative and argumentative thinking of the students.
F. In a way that visualizes the story through the students' imaginative models.

Live-music Café - a storyline (MUSIC, ART and MATH)

Music in the cultural and social life

The teaching will lead toward that students have acquired knowledge and skills that enable them to

- select musical knowledge and musical skills, they would like to further develop
- understand their own development opportunities within the current musical territory
- guide oneself in musical life outside the school.

1. Live band music café.
2. The name of the café.
3. The persons working in a café
4. The clientele in a café
5. The first music-event in the café:
   Music event-group(planning, preparation, economy, appointments concerning one or more evenings with music in the café
   Economy of the café
   The house band (decide repertoire, instruments, practice the music chosen, performance etc.)
   The Service-group (bartender, waiter, kitchen personnel) Designing the interior and style of the café, food and beverage
6. Incident: a celebrity is visiting
7. End of story

The scheme of work which follows should fulfill these objectives:

Storyline-point	Key question	Activities	Organisation	Material	Product	Example on subject intentions. (PSS and Music)
1. Live band music café.	**Why do you think they want to do that?** **What do you think is particular to a music café?**	**The teacher is saying: "Listen now! In a town like ours the town council is going to start a new music cafe. And the teacher asks the first key question.** **The students offer suggestions. The teacher makes notes on the blackboard. The suggestions are discussed and the teacher helps conclude that there are various reasons for wanting a cafe. The teacher comments and offer suggestions** **The teacher forms groups. The students discuss the question (15 min) and note their ideas briefly in words and drawings. The teacher compiles the ideas on a flip over or similar.**	**The Class** **T. compile suggestions and manage a classroom dialogue.** **Brainstorm in groups of 3-4 students.** **Compilation in plenary assembly with 1-2 suggestions from the respective groups.**	**Flip over, blackboard, smartboard or similar** **Flip over, blackboard, smartboard or similar**	**List of reasons for a music cafe** **A bank of ideas for the ensuing work**	**Listen and imagine** **Thinking and argue. Listening to one another. See your suggestions in writing** **Dialogues in groups, appreciate the ideas of others . Clearing new conceptualization, categorization**
2. The name of the Café	**What do you think we should call a café like that?** **What would the façade look like if you would like to enter?**	**The students discuss the question in groups (10 min) and note their ideas. T compiles the ideas on an flip over or similar. The groups argue in turn for their suggestions (voting to find the name)** **The groups make a draft version for a facade. The groups present and argument in turn**	**Brainstorm in groups of 3-4 (maybe in new group). Compilation in plenary assembly with 1 suggestion from the respective groups.** **Group work**	**Pc, paper or other tings to visualize the ideas-**	**The name** **Draft version for the facade**	**Democratic processes**

3. The café personnel	**Who do you think work in a music cafe?** **Who is working in our music cafe?** **What can you tell about your character/person. (facts and describing the person / character.**	**Brainstorming in group and compilation** **The students discuss the question, note and present.** **The teacher comments and defines together with the students the categories of the personnel: Bar/waiter, kitchen, event-group, house band. A number of personnel in each category are decided. And smaller groups produce each their person.** **The groups prepare a biography for their person including: name, age, height,weight,address,family relations, education, hobby, personality, etc.**	**Groups of 3-4.** **Class** **Class** **Working I groups of 2-3**	**Flip over, blackboard, smartboard or similar.** **Flip over, blackboard, smartboard or similar.**	**List of personnel** **List of personnel classified in categories** **Presentation of each of the characters/persons.**	**Dialog and debate** **Categorizing** **Using fantasy within a specified frame** **Debate** **The difference: facts – subjective descriptions**
4. Guests in the cafe	**Who do you think will be the clienteles in a music cafe?** **Who do you think will visit our music cafe the first evening we have music on the programme?**	**In groups brainstorm and following compilation** **A number of guests is settled. Groups produce each their person. A biography is produced including taste of music, habitus etc. see above about personnel**	**Group work** **Group work in 2-3**	**Flip over, blackboard, smartboard or similar.**	**List of imaginable clienteles** **Presentation of the single persons**	**Discussion and debate** **Debate** **The difference: facts – subjective descriptions**

5. The first music event in the cafe	**What do you think is going to happen on the first evening?** **What do you think a music event group are doing?** **What will the house band play?** **How do you think the personnel in the cafe will arrange the evening?**	**The teacher says: The café is to arrange the first music event and the town council expect it to be a memorable evening.** **The students discuss what will happen during the evening – make a chronological list for the evening – and an advertisement to be announced in the local paper.** **The teacher says: We have 3 groups of personnel: 1.house band, 2.music event group, 3.waiter /bar and kitchen personnel.** **The students discuss and offer an idea for a music event: theme, genre, number of audience, admission fee, economy, scene, plan, etc.** **The students discuss and produce a list of repertoire connected to the theme and type of event.** **In connection to the decided type of event and theme the students discuss ideas for decoration, dress, service, welcome / performance etc.**	**Class** **Work in pairs** **Class** **Groups** **Groups. One group is decided to be responsible for that part.** **Groups. Groups are decided to work out different parts**	**Cardboard and different pens**	**Plate of Advertisement text for the local paper.**	**Discuss – and come to a decision**
6. Incident: a celebrity visits the cafe. **-** **Control in the kitchen.**	**-**	**-**	**-**	**-**	**-**	**-**
7. End of story. **Musical evening**	**How is the invitation to look like?** **What numbers are to be performed?** **What are we going to serve?**	**Parents or friends – other classes are invited to participate in the evening if performed.** **Invitations are made** **List of repertoire – practice the music and performance** **Decorate make a bar etc**	**Groups**	**PC** **Music instruments room for practicing**	**Invitations** **Music** **Decorations, food, beverages** **Depending on the concrete decisions.**	**Set up** **Decisions , ..**
Storyline-point	**Key question**	**Activities**	**Organisation**	**Material**	**Product**	**Example on subject intentions. (PSS and Music)**

PSS
Promoting Social Skills

Theme 4: Lesson Plan 6b

Partner country:	Denmark
Lesson Title:	Promoting social skills through Music and English
Lesson no:	4.6b
Social Skill:	Developing self-confidence and creativity; intercultural communication; express and understand different view points
Time of session	A series of lessons of 40-50 minutes each

Session goals/aims:
Development of social skills through the study of music and English

Teaching/learning activities:

L1 and L2 are in extension of each other. L3 could be another day. A-F can be used one by one or as a continuation.

A

Lesson	**Lesson plan**	**Methods/working models**	**The objectives for the students' proficiency academically and socially are**
L. 1	What do the students already know about American music? Which artists can they name? (10min) <u>Theme: American music in the 60's</u> • **Rock and roll** Elvis – "All shook up"**(SB)** • What is the song about?(5min) • Together we identify verbs and nouns and underline+translate them**. (SB)** (15min) • We come up with as many nouns and verbs as we can (10min)	Pre-understanding exercise as a class. ○ Pair work – maybe they know different words and can help translation. ○ Smartboard - presentation	To get the students to perform orally from the beginning. My aim is to primarily speak the target language in the classroom, thereby hopefully creating a safe learning environment for all students – where everyone feels comfortable speaking English. To enhance their vocabulary through working with songs and music in general. To widen the horizon of the students, by making them listen to music from other generations before them. To exercise their basic knowledge of grammar, by working with it in context and in a creative manner

L.2	<u>Making comparisons</u> ○ The students use the nouns/verbs to try to make comparisons of their own, e.g. – to cry like a waterfall(15min) ○ We hear a few(5min) • Little Richard – tutti frutti**(SB)** ○ Song jumble (20min)	• Pair work. • Presentation. • Group work (3p.)	To help making the new vocabulary a meaningful tool for the students
L.3	• What have we learnt this week? (5min) • "Instant crossword"(15min) • Exercise on word classes **(SB) (**25min)	• Oral class activity.	To outline and refresh new words learnt during the week, with a visual focus on the smartboard and through active participation. Hopefully, the visual focus on the smartboard will enable weaker students to participate.

B

Lesson	**Lesson plan**	**Methods/working models**	**The objectives for the students' proficiency academically and socially are**
L.1	<u>Theme: American music in the 70's</u> • **Psychadelic rock** • Jimi Hendrix – little wing**(SB)** ○ "Matching pictures" exercise. Put them in the right order.(15min)	• Group work. We listen to the song without lyrics. • Group work. Written exercise	• To exercise the students listening abilities.
L.2	○ Grammar work on inflection of nouns ○ Translation of nouns in the song ○ Nouns in plural form - Fill in the blanks, while listening	• Individual, written work. • Pair work. Written	• To make the students aware, that not all nouns are inflected the same way. • To form a classroom and an assignment,

	to the song. (15min)	exercise.	through which the students feel safe to experiment with the new words learnt.
L.3	• What have we learnt? • Red/green light noun game. • Nouns in plural form – pp. 12-14 in Grammy 1	• Class activity – playing games. • Individual, written work.	• To give them a different idea about grammar – it doesn't have to be boring!

C

Lesson	**Lesson plan**	**Methods/working models**	**The objectives for the students' proficiency academically and socially are**
L.1	<u>Theme: Readers Theatre</u> • We work with the texts "Harriet" and "Millions of cats" with a focus on intonation and dramatization. The students are working with the same focus points this week in Danish class. The focus on music is transferred to the Danish lessons this week.	• Group work.	• For them to acquire new words and to feel safe using the target language through active participation.
L.2	• Readers Theatre	• Group work	• To practice their reading skills in a dramatic manner
L.3	• Readers Theatre – with props • What have we learnt? • Pp. 15+16 in Grammy 1 • Homework: p. 17	• Pair work – grammar.	• To practice their speaking loudly and clearly when reading in front of other people. (They are presenting it in front of the whole school on Monday)

D

Lesson	**Lesson plan**	**Methods/working models**	**The objectives for the students' proficiency academically and socially are**
L.1	<u>Theme: American music and fashion through the decades</u> • Discussion of different fashions over time	• Co-operative Learning structures such as Flash cards, Fan N' Pick, Find	• To make them aware that music influences fashion

	• The connection with the music of the time • Flash card game on Fashion from the 60's to the 90's	someone who… etc.	• To get the students to discuss a certain theme in the target language of specific relevance to their age group, hopefully making it easier for them.
L.2	○ Fan-n-pick exercise on fashion related to their own experiences ○ Find someone who – exercise on fashion issues	○ Co-operative Learning structures such as Flash cards, Fan N' Pick, Find someone who… etc.	• To make them reflect on how and if music influences fashion today and the clothes they wear themselves
L.3	<u>American music of the 80's</u> ○ Michael Jackson – ABC ○ Do they know any other MJ songs?(5min) ○ We sing the ABC song and mark the adjectives.(20min)**(S B)** ○ What do the adjectives mean? (10min)	○ Group work.	For them to have fun and acquire new vocabulary through singing an easy song. The goal is for them to learn it by heart.

E

Lesson	**Lesson plan**	**Methods/working models**	**The objectives for the students' proficiency academically and socially are**
L.1	• <u>Writing a story with music being the overall theme</u> • The students write down all the nouns/verbs/adjectives in English they can, which 3 min. for each. • Each student writes two words from each word class on the smartboard. • In pairs, they make a story on the computer (½ page), adding one line each, using the words from the smartboard as inspiration.	• Individual work – focus on pre-knowledge • Pair work. Small written project. • Working on the computer with 1st drafts and self-correction	• To make the students feel confident that they are able to produce written work in English. • To give the students handlebars when creating a written product – we start on a common basis to which everyone has contributed. Hopefully this can motivate weaker students.
L.2	• The work continues.		• For them to use the

	• Once the story is finished, the students first try to correct each other's stories where after I help them with any big mistakes, focusing primarily on: o **Nouns in plural** o **3rd person –s** - We have been working with these areas in grammar the last two weeks	• The project continues.	new vocabulary in a meaningful context, making it more likely for the students to remember it. • For them to practice giving constructive criticism to one another.
L.3	• The students cut up the story and exchange with another group to see if they can get the story right.(20min) • 2-3 groups read their story out loud. (5min)	• Pair work – sharing with other students. • Presentation.	

F

Lesson	**Lesson plan**	**Methods/working models**	**The objectives for the students' proficiency academically and socially are**
L.1	<u>Theme: Music as an inspiration</u> • I listen to music mostly when I'm… • The song … reminds me of… • The song… makes me smile. • The song… makes me sad. • I play different kinds of music for the students while they write down words/feelings they associate with it. • We list a few examples on the smartboard.	• Individual work. Pre-understanding exercise.	
L.2	• "Bring a song". The students bring a song they really like, or that means something special to them and they have to explain why.		• to make the students feel confident expressing themselves in English, using the most basic terms
L.3	Evaluation of music as a theme (more to come;)	• Oral class acitivity. Individual written work.	

PSS
Promoting Social Skills

Theme 4: Lesson Plan 7

Partner country:	Bulgaria
Lesson Title:	Expressing one's ideas and fantasies
Lesson no:	4.7
Social Skill:	Develop maturity as an individual; value diversity, respect others and be prepared to overcome prejudice and show tolerance
Session time	45 Minutes

Session goals/aims:

Introduction

We all have our own ideas and fantasies about one thing or another. Most of the time we feel uncomfortable saying them out loud because we fear we may look ridiculous in other people's eyes. But when that happens in a game and in the form of a joke we can break the chains of shame and let our fantasies loose

Aims:

By the end of this lesson the students will be able to:

1. express their ideas and desires openly
2. accept other people's ideas as something good and to build on them
3. work in a team

Teaching/learning activities:

Resources needed:

A flipchart sheet – A1
Markers of different colours
Pens and paper
Playing Cards 'Creation of the world"
Sticking plasters

Preparation:

Make 4 copies of the 'Creation of the world' game
Draw a map of an unfolded model of the globe on the A1 sheet of paper - put mountains, rivers, lakes, seas and oceans, deserts, forests, …, all sorts of natural resources from the Creation of Earth, before people appeared. Then the sheet has to be split into 4 pieces and each one has to be rolled up.

Exercise:

1. Description of the task – 5 minutes

The tutors put the students into 4 small groups and give each group a "Creation of the World' card and one of the scrolls form the map. Then explain the content of the cards briefly.

2. 'Creation of the World' – 30 minutes

The tutors start completing the tasks form the 'Creation of the World' map, while materializing all the ideas, fantasies and point of views on the corresponding piece of the map which the group has picked up.

3. Each of the small groups presents the part of 'Their world' and sticks it on the wall. The next groups do the same until the map is whole again.

4. Summary and feedback

The tutors ask the students how they felt during the execution of each task, if they had any difficulties expressing their ideas and how they felt.

Map

'Creation of the world'

- Describe the part of the 'world' that you picked up; decide whether it is going to be one country or you are going to split the territory.
- Give the necessary names
- Set the special features
- State constitution
- Spheres of activity
- Economy
- Approximate population
- Employment – the most wanted occupations
- Unemployment
- Neighbourly relations – with your neighbouring countries, neighbouring countries of the other group
- Cultural traditions – a flag, standard of living, what should a foreigner know and be able to do in your country

PSS
Promoting Social Skills

Theme 4: Lesson Plan 8

Partner country:	Bulgaria
Lesson Title:	Social skills – a feedback
Lesson no:	4.8
Social Skill:	Develop maturity as an individual; value diversity, respect others and be prepared to overcome prejudice and show tolerance; express and understand different viewpoints and learn to compromise.
Session time	45 Minutes

Session goals/aims:

Introduction

A feedback is not to talk about what the other one is. It is talking about yourself in the aspect of his or her personality. In addition, it concerns those features and behaviour of the others which they are able to change if willing. A feedback is to talk about the other one, how we experience our relationship with him or her, what feelings his or her behaviour arouses in us. In order a feedback to be accepted, it should not contain an appraisal.

Aims:

After the end of the lesson, the students will be able to:

3. Make a correct feedback
4. Accept a feedback

Teaching/learning activities:

Resources needed

Feedback evaluation cards
Pens and paper
A board/a flipchart
Markers

Preparation

1. Make copies of the feedback evaluation cards

Exercises

The basic requirements for an effective feedback are being discussed.
The lecturers ask the students:

- **A feedback should be concrete and specific. Why?** They provoke an answer – "So as to reflect the individual peculiarities of a certain behavior in a concrete observed situation, not the characteristics of the person in general."
- **To be descriptive!** They provoke an answer – "to include concrete impressions, descriptions and findings, not ratiocinations, opinions and conclusions".
- **To contain ideas, information and alternatives, not appraisals, advice, ready solutions.** Here the students express opinions that are written down on the board.
- **To focus on what has been said, not on the reasons for having been said. –** students' opinions.
- **To be made at a suitable moment – time, place and a concrete situation –** comments by the students.

1. Exercise

The lecturers give each student feedback evaluation cards.

The lecturers explain to the students that these are feedback evaluation cards on the quality of the training being carried out. For this purpose everyone has to fill in the evaluation card and after that say what his or her personal feedback is, lined with arguments.

Please see following page for the evaluation card to use

EVALUATION CARD				
	Excellent	Very good	Good	Satisfactory
Presentation of the material				
Completeness of the information				
Visual aids				
RPG's				
Examples				
Simplicity of the presented materials and theory				
Lecturer				
General mood in the group				
Personal feelings				
Recommendations				

PSS
Promoting Social Skills

Theme 4: Lesson Plan 9

Partner country:	Bulgaria
Lesson Title:	Social skills – solving problems 1
Lesson no:	4.9
Social Skill:	Develop maturity as an individual; value diversity, respect others and be prepared to overcome prejudice and show tolerance; express and understand different viewpoints and learn to compromise.
Session time	45 Minutes

Session goals/aims:

Introduction

There are a lot of problems and obstacles in our life. It is often difficult for us to overcome these obstacles in a positive, constructive and healthy way. It is easier for us to quarrel and scream than to discuss the issue calmly. For our relations with the others, it is important to use effective and non-violent ways of solving problems.

Aims:

By the end of this lesson the students will be able to:

1. Define 5 non-violent ways of solving problems
2. Decide which is the most appropriate way of solving a problem

Teaching/learning activities:

Resources needed:

Cards with ways of solving problems
Pens and paper
A board

Preparation:

Make a copy of the cards with ways of solving problems for each student and cut them in pieces.

Exercises:

1. Introduction in solving problems – 10 minutes

a. The tutors ask the students: 'What causes conflicts?' and give enough time for discussion. Write each answer on the board.
b. The tutors ask the students: 'How do you usually deal with conflicts?' and write the answers on the board.
c. The tutors ask the students: 'What are the things we do during a conflicts that make the problem even more difficult to solve?' and write the answers on the board.
d. The tutors have to encourage the students to include:
   - get angry
   - shout
   - threaten
   - insult
   - become aggressive
e. remind a problem from the past, which is not connected to the current situation
f. The tutors ask the students: 'What are the successful ways of solving the problem?' and write the answers on the board.

2. Different ways of solving problems – 10-15 minutes

The tutors put the students into five groups and give a card with a way of solving problems to each group.
The students have to create a dialogue of the real problematic situation and solve it in the way given it their card.

3. Role-plays – 10-15 minutes

Each group acts out their dialogue. After each act the tutors ask the group what way of solving the problem they have used and ask them to write the way and its definition on the board.

4. Summary and discussion – 10 minutes

The tutors ask the students:

a. 'What are the five non-violent ways of solving problems?'
b. 'Is each and every way of solving problems valid for any problematic situation or maybe some of them are appropriate only for certain situations?'
c. 'Why is it important to solve problems in a non-violent way?'

Give time for discussion after each question.

Cards with ways for solving the problem

Negotiations	To talk to a person or a group of people, with who you are arguing, while giving various possible solutions and you agree on one of them, which is advantageous to both sides.
Arbitration	To find a neutral third person (an arbiter) who will help you solve the problem. Both sides of the argument have to agree in advance that they would accept the arbiter's decision.
Communication	To give each side the right to say what they feel and why they feel like that. This has to be a calm discussion where no one is to blame.
Intermediation	To include one person/a group of people in the argument who will help to solve it. Everyone has to give suggestions for solving the problem, and they have to agree on one of them.
Legislation	A large group of people gather and discuss the problem. When they have reached a consensus on solving the problem, the group creates something like a law or a rule.

PSS
Promoting Social Skills

Theme 4: Lesson Plan 10

Partner country:	Bulgaria
Lesson Title:	Social skills – solving problems 2
Lesson no:	4.10
Social Skill:	Develop the ability to communicate constructively in a range of different environments
Session time	45 – 60 minutes

Session goals/aims:

Introduction

Effective communication can help you express who you really are and also help you get on well with other people. It is especially useful in relationships with roommates, friends and various groups of people at school, or people working together at the same place. This topic's aimed at teaching the participants how to express their needs and how to be confident enough, and not passive or aggressive.

Aims:

The students will be able to:

1. Explain and understand a number of different types of communication: confident, passive, aggressive.
2. Give at least 3 ideas of how to communicate more convincingly

Teaching/learning activities:

Resources needed

Board (blackboard – chalk or whiteboard – markers)
Pens and paper
Material: 'Role-play games, related to confidence in communication'
Material: 'Confidence versus aggression/ Test your confidence'

Preparation

The teacher has to prepare a few copies of the role-play games. Copies of 'Confidence versus aggression/ Test your confidence' are made for each student.

I. Discussion of the descriptions - 5-10 minutes

Write descriptions of confidence, passivity and aggression. Go through them and make sure that all the students understand them. You can write full descriptions or the most important parts of them.

CONFIDENCE– This is the real expression of you desires and needs. It means to stand up for your rights and needs in a way that raises you chances of succeeding your goals. The confident approach lets you express your feeling, build respect and feel good.

PASSIVITY– This is the inability to stand up for our rights, thoughts and feelings or you are able only to express them, but in a feeble, ineffective manner. When you are passive you let other people's needs and convictions become more important than yours. As a result your needs are not satisfied

and you feel angry, upset and hurt.

AGRESSION– This is an authoritative and condescending attitude towards another person. You express your needs and desires, while hurting someone else. As a result, the other person feels angry and upset. Later, you may also feel guilty for your words and actions.

A brief discussion over these descriptions should follow.

II. Ways to react in a specific scenario – 5 min

The class has to be divided in three small groups. The board has to be divided in accordance with the groups and the following scenario has to be written: *Your brother/sister is listening to loud music, while you are trying to study or to sleep.* Write different reactions on the board or on a sheet of paper and tell the students to decide which one corresponds to **CONFIDEN**T, which one to **PASSIVE**, and which one to **AGGRESSIVE** behaviour.

- Music has to be quiet, so that I can concentrate on my reading. I would also appreciate it if you could stop the music or use earphones when I go to bed.(answer: Confident reaction)

- You go study or sleep in another room without saying anything and as a result you don't finish your work/you don't get enough sleep(answer : passive reaction)

- 'You are a deaf, inconsiderate animal. How do you expect me to study or sleep while your stupid stereo is so loud?' You could also turn the stereo off or throw it out of the window! (answer :aggressive reaction)

III. Role-play games, aiming at confidence in communication - 20-30 min

Split the class into small groups and give them the material 'Role-play games, aimed at confidence in communication'.
Let them pick a few situations and, in a group, let them write a CONFIDENT, PASSIVE and ACTIVE reaction to each one of them.
Then the students have to share or act out the reactions

IV. Ideas on how to communicate more confidently – 10 minutes

The teacher asks the students: What ideas can you give, so that we can communicate more confidently with other people? Write the answers on the board. Include the following advice:

- Begin your sentences with 'I' instead of "you'. For example, begin with 'I need…' or 'I would like to…' Don't begin with accusations, such as 'You, idiot', 'Selfish colleagues', etc.

- Make sure that your facial expression and gestures support what you are saying. Don't laugh when you are serious. Use your hands to put emphasis on your emotions, but don't wave your fist, because it represents aggression.

- Use short sentences. Be specific and clear. Don't shout, but don't speak too quietly. Don't whine.

- Relax, be natural and stay focused. Avoid standing stooping or rummaging in your pockets and not looking the person in their eyes. Look people in their eyes in order to express self-confidence and interest. Don't stare at other people – it is often considered a provocation.

- Ask other people for feedback to make sure that they have understood your needs and your opinion. Be an active listener and let other people express their needs and opinions. Try to find out what can be done to satisfy both sides. Make a compromise, if

one is needed.

V. Reconsideration of the role-play games.
Let the small groups or the participants individually look at the list with the role-play games again. Each group/participant has to choose a situation and write a *confident reaction.*

SUMMARY

VI. SELF-EVALUATION

Every student has to be given the material 'Confidence versus aggression/Test your confidence'. With its help the students have to check what they have understood from the lesson and to use their own judgement on whether they are aggressive, confident or passive.
One point is always given when they answer with 'in most cases'.
The tutors ask the students: how can confident behaviour help you express your ideas and feelings better? How can you be more confident?

Material - Role-play games
Situations

A shop assistant ignores you and serves an older man, although you have been waiting at the counter longer.

You have been talking to a girlfriend on the phone for over an hour and you are not interested in her stories about her boyfriend any more. You want to watch a film on TV, which is just starting.

You are attending a meeting to organize the recycling of some raw materials in order to raise charity funds. Every time you try to say something an older teenager interrupts you.

You have talked to a pedagogical adviser about one and the same problem three times, but nothing has changed. You are annoyed and you want more responsiveness.

A friend has borrowed a book, which you had taken from the library and he has lost it. You want your friend to pay for the book.

You are watching a movie, while someone behind you is speaking and laughing too loud.

Your girlfriend had promised to come to your place and help you with your essay in English, but she did not come. She calls you two days later.

You have been going out with Steve for a while, but now you want to go out with other boys, too. Steve calls you and asks you what you are going to do on Friday night.

You have been waiting for Bobby for 45minutes to have lunch, he comes and apologizes, but you are angry.

You heard a friend making a rude comment about your schoolmate who has an infirmity. You want to let your friend know what you think about his comment.

Your family has to make an important decision - whether to move because of one of your parent's job, or to stay in the town where you have grown up. You are the youngest of three brothers and sisters and although you are tenth grade and you have a lot of responsibilities inside your family and outside of it, you think that no one of your family pays attention to your opinion.
You have the possibility to work at the seaside for the summer - a chance not only to make and save more money than you could make in your home town, but also to practice your English. You forebode that your parents are not going to pay attention to your arguments and they will just reject your idea, saying 'It is too far away', 'It is too dangerous'; 'You can find a job here'. What are you going to do?

Material – confidence versus aggression/test your confidence
Confidence versus aggression

Confidence means to stand for what you believe in and to know what you want to express in an open way while in the meantime you respect other people's feelings. Aggression hinders communication instead of making it easier.

Test your CONFIDENCE:

Choose one of the following answers: 'hardly ever', 'sometimes', 'in most cases'.

- I express my feelings openly;
- I say 'no' without apologizing or feeling guilty;
- I can admit when I am angry;
- I try to find the reason for my anger;
- I want to have all the facts before I make a decision;
- I criticize a person's behaviour, and not the person himself/herself;
- I accept responsibility for my own feelings, instead of blaming others;
- My goal is to express not only my bad feelings, but also the good ones;
- When I say how I feel I don't do it on someone's back;
- If I don't agree with someone I don't use verbal or physical violence;
- I suggest a solution to the problem instead of just complaining;
- I respect other people's rights while I defend my own;

Give yourself one point for each answer 'in most cases'.

0-4 points - You are still not good at being confident. You can work on being more confident and being aware of other people's emotions. Don't worry, it takes some practice to become perfect.

5-9 points – OK, but you still have to work on how to express yourself in a confident way. Stand up for what you believe in and always be honest about your feelings. Keep up the good work.

10-12 points –You have to be proud of yourself. You know how to express what you mean in the best possible way. Keep using your good communicative abilities.

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Promoting Social Skills

Theme 4: Lesson Plan 11

Partner country:	Bulgaria
Lesson Title:	Team work on solving a paper model of a historical monument
Lesson no:	4.11
Social Skill:	Develop the ability to communicate constructively in a range of different environments; working in a team; being sympathetic and responsible
Session time	3 x 45 minutes

Session goals/aims:

Introduction

In our daily life, at school and at work, it is very important for a person to have someone to confide in so that one can be sure of one's success.

A team is a group of people, united by a common goal, which suggests interaction between the group's members. They don't compete, on the contrary – they complement one another in reaching the goal.

Aims:

By the end of this lesson the students will be able to:

1. Work together as a team
2. Make decisions about the group's success
3. Be sympathetic and responsible

Teaching/learning activities:

Resources needed:

A paper model
Scissors, a 150odelling knife
Glue

Preparation:

Choose an appropriate model for the team work (a church, a fortress, etc.)



Exercises:

1. Description of the ask

The tutors make the task clear to the students and together they look through the construction manual attached to the model.

2. Assembling the model

The students begin completing the tasks described in the manual under the monitoring and instructions of the tutors.

Tutors monitor the team work, in respect of:

- distribution of specific tasks
- quality of performance
- team atmosphere

3. After assembling the model each student shares how he felt during the working process.

The successful team

- Gives more inventive solutions to challenges than separate persons
- Utilizes the individual abilities of all the members to the maximum
- Unlocks the leadership skills of all the members
- Gives birth to fresh ideas for new products, improvements in the work and manufacturing process and produces winning strategies
- Carries out its mission with vigour, effectiveness and commitment
- Generates the sense of content and pride of the joint work
- Overcomes conflicts and turns them to a productive path

4. Celebrate the completion of the task by presenting the completed model.

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Promoting Social Skills

Theme 4: Lesson Plan 12

Partner country:	UK
Lesson Title:	Skills in peer support for fellow students in tests studying and revising
Lesson no:	4.12
Social Skill:	Develop collaboration and maturity; respect others and learn to compromise

Session goals/aims:
Provide opportunities for students to share their own experiences of the pressures of exams

Teaching/learning activities:



Introduction:
Follow on with hints and tips that they can share with one another – this activity is best done in small groups or pairs and the outcomes can be collected

- How constructive are the strategies collected – work in larger groups to critique these
- For example is socializing with mates or watching TV the best approach to exam stress?
- Is staying up all night and skipping meals going to be an effective approach to a good performance in assessment?
- Get students to suggest the most positive strategies and present these for a wider audience

They may wish to produce posters or if there is the time and resource make a short video with some illustration of good and bad approaches and their consequences

Students can use social networking to get revising and share resources and tips with their peers

1. Group students in 5/6 and allocate a subject area to each
2. Set the task of creating a quiz in this subject to test the knowledge of their peers
3. When groups are ready circulate the questions and allow self marking to reduce the pressure and encourage exchange and discussion
4. From this learning activity discuss how useful or otherwise the joint working is and prompt further ideas and suggestions
5. Alternative s could include shared research sessions and out of school revision clubs or mentoring by older student
6. Gather ideas and promote continued activity and if possible upload work to student intranet

Conclude with evaluation and follow up on the outcomes where appropriate

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Promoting Social Skills

Theme 4: Lesson Plan 13

Partner country:	Bulgaria
Lesson Title:	Social skills – Creativity, imagination and ability for visualization
Lesson no:	4.13
Social Skill:	Demonstrate creativity and visualize modern values and ways of thinking
Session time	45 Minutes

Session goals/aims:

Introduction

Life is a big market. Everyone must be able to present oneself in a way that will attract the attention of the interested parties. In the "motley" crowd everyone should be creative and have a broad outlook and imagination in order to succeed in presenting oneself or the organization they represent in the best way.

Session aims:

At the end of this lesson the students will be able to:

1. Show creativity.
2. Visualize the modern values and way of thinking.

Teaching/learning activities:

Resources needed:

Old newspapers and magazines – enough quantity
A board/ a flipchart
Markers
Sticky tapes, glue
Scissors

Exercise:

The lecturers divide the students into 2 or 3 groups. They set the task for each group to use the available materials and make a collage on the topic "The modern values through the eyes of the media".

From this moment on the lecturers give the students a complete freedom to work without influencing the process in any way. Their only task is to observe the time and warn them when it's time to finish.

After the groups are ready with making the collages, the lecturers urge each group to choose 1 or 2 spokesmen who will present the collage and explain it to the others.

It's good to end the exercise with lots of good mood, praises and complements by the lecturers to the students.

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Promoting Social Skills

Theme 4: Lesson Plan 14

Partner country:	Bulgaria
Lesson Title:	Social skills – Stereotypes
Lesson no:	4.14
Social Skill:	Recognition, understanding and analysis of stereotypes to promote and develop mature values in relation to diversity
Session time	45 Minutes

Session goals/aims:

Introduction

For a thousand years people have been separated by different criteria – men and women, black and white, tall and short, etc. At certain moments it sets down some limits for communication and realization within a community.

Session aims:

This lesson aims to analyze some of the stereotypes typical for men and women, to give the opportunity for better understanding of stereotypes, and to discuss the positive and negative effect from these notions.

Teaching/learning activities:

Resources needed:

A board/a flipchart and markers
A copy of the card "Suppositions", cut in two halves for each participant.
Copies of the card "Suppositions", one for each small group.

Preparation:

Make copies of the card "Suppositions" for each participant + one for each small group.

Exercises:

1. The lecturers hand out each participant one half of the material "Suppositions". Ask him/her to fill it in quickly and hand it back. You do the same with the other half – it all takes about 10 minutes.
2. The lecturers divide the group of students in 5-6 smaller ones, each receiving one blank whole form and within 20 minutes they write a letter "m" and "f" for each answer given by the group by a boy or a girl.
3. Gathering the groups and making an aggregate list on a big sheet on the flipchart – 10 minutes.
4. A discussion on the following points:
    - Are there any substantial difference between the qualities attributed to men and women?
    - Does the choice of boys and girls from one and the same group differ?
    - Which of the suppositions are incorrect?

CARD
"SUPPOSITIONS"

MAN
Chose one adjective from each couple which in your opinion suits the man in the picture:

- trustful - mistrustful
- gentle - rude
- stupid - clever
- warm-hearted - cold-hearted
- well-kept - badly-kept
- repulsive - attractive
- worried - anxiety-free
- strong - weak
- dangerous - inspiring confidence
- friendly - hostile



Woman
Chose one adjective from each couple which in your opinion suits the woman in the picture:

- trustful - mistrustful
- gentle - rude
- stupid - clever
- warm-hearted - cold-hearted
- well-kept - badly-kept
- repulsive - attractive
- worried - anxiety-free
- strong - weak
- dangerous - inspiring confidence
- friendly - hostile

