

Title		<u>Guess who....</u>	
Duration	40 minutes	Grade	VII
Aims and expected results	<p>Students to be able to :</p> <ul style="list-style-type: none"> - to relate verbal communication included in vocabulary, grammar and structure with nonverbal communication of gestures, facial expressions and movement. - Understand that the language that is practiced and used makes sense in a larger context. - To know different ways of expressing abilities and capacities through work and leisure activities; - Know the different ways that you can contribute to the group work. 		
Materials	<ul style="list-style-type: none"> - Box with cards - Adhesive paper - -Writing kit 		
Description of the activity:	Introduction	<p>The teacher places the students to stand a circle. The teacher asks the students to close their eyes, and places a certain sign on their forehead (drawn on self-adhesive paper - two students receive the same sign.) Then the teacher asks the students to group in a pair according to the sign of their forehead. So each student who will see the same sign in his classmates will merge them. The activity ends after all the signs are merged.</p>	
	Main activity	<p>In this activity, students will use the play as a means to present their friend. They go out into pairs according to the sign they have and try to present their partner to the others without telling his/ her name. Students can also use a verbal language related to the name.</p> <p>For example, they could say: "His name has five letters or begins on the fourth letter." Or "He has the same name as the famous singer. "</p> <p>The other students should name it.</p> <p>The students are placed in a semicircular formation. Each of the students tells what he wants to work when he grows up and writes it down on the given card. The teacher collects all the cards in one box.</p> <p>The couples re-emerge and draw a card, then try to present the profession without naming it. They can use verbal language, using sentences such as "Nurse, give me the scalpel. ", " Your documents please! "The other students have to guess what the profession is and</p>	

who wants to do it when they grow up.

Conclusion and Evaluation	At the end of the activity, students discuss the activity. 1. What did we do today? 2. How did you feel? 3. What have we learned? 4. How can we use the lesson in our everyday life?
---------------------------------	--

Notes:



I want to be when I grow up CARDS

This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.





This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.



Title		<u>Who am I ?</u>	
Duration	40 minutes	Grade	VII
Aims and expected results	<p>The students:</p> <ul style="list-style-type: none"> - Establish a safe, stimulating and cooperative atmosphere in the group, - know about the concept for themselves and for their own uniqueness; - know different ways in which it can affirm itself, personal abilities and capacities in different environments and groups (self-certification); - are able to identify personal positive features / characteristics 		
Materials	<ul style="list-style-type: none"> - - Worksheet "Personal Back" - - Worksheet "I want to ..." - - Writing kits (Coloring pens , crayons, pencils) 		
Description of the activity:	Introduction	<p>Getting to know each other – Name Game- According to previously given instructions, the students are placed in a circle ... Each person in the circles (beginning from the teacher) tells his name, surname, age and grade ... Then the students give their names through a tune ... they share the syllables and link them to the name of the previous student in the group creating thus a new name ... At the end each student should say a single adjective that describes doing a movement or gesture together with his name , while the other participants in the group repeat with while mimicking him (eg. Anna ambitious ... Peter righteous ...)</p>	
	Main activity	<p>Personal Back - The teacher carefully explains the planned activity of the students. Each student receives a sheet with a contour from an emblem on the back ... In each of the fields on the sheet the students need to write and draw something about himself according to the requirements: What do you do in your free time? What do you like about that activity? What do you want to achieve in the future? Something about your family ... In the empty part of the emblem (the back), the students should write their life motto, some saying, wisdom, a favorite sentence or phrase is written ... Then the students can show their "personal back" and explain it to others. ... The teacher monitors and motivates students to think positively and actively in the activity.</p>	



<p>Conclusion and Evaluation</p>	<p>Reflection- discussion How did you feel during the activities? What did you like most? What did you learn?</p>
<p>Notes:</p>	<p>Variation of the activities for acquaintance and self-certification - "I want to ...". Each student receives a worksheet on which there is a silhouette of a person and four clouds around it. Students should draw and mask the silhouette in such a way that it becomes their silhouette , that is, a human being In the clouds they have to answer the 4 given questions:</p> <ol style="list-style-type: none"> 1. What do my eyes want to see? 2. What do my ears want to hear? 3. What do my hands want to do? 4. Where do my legs want to go? <p>Presentation of "Personal Silhouettes"</p>

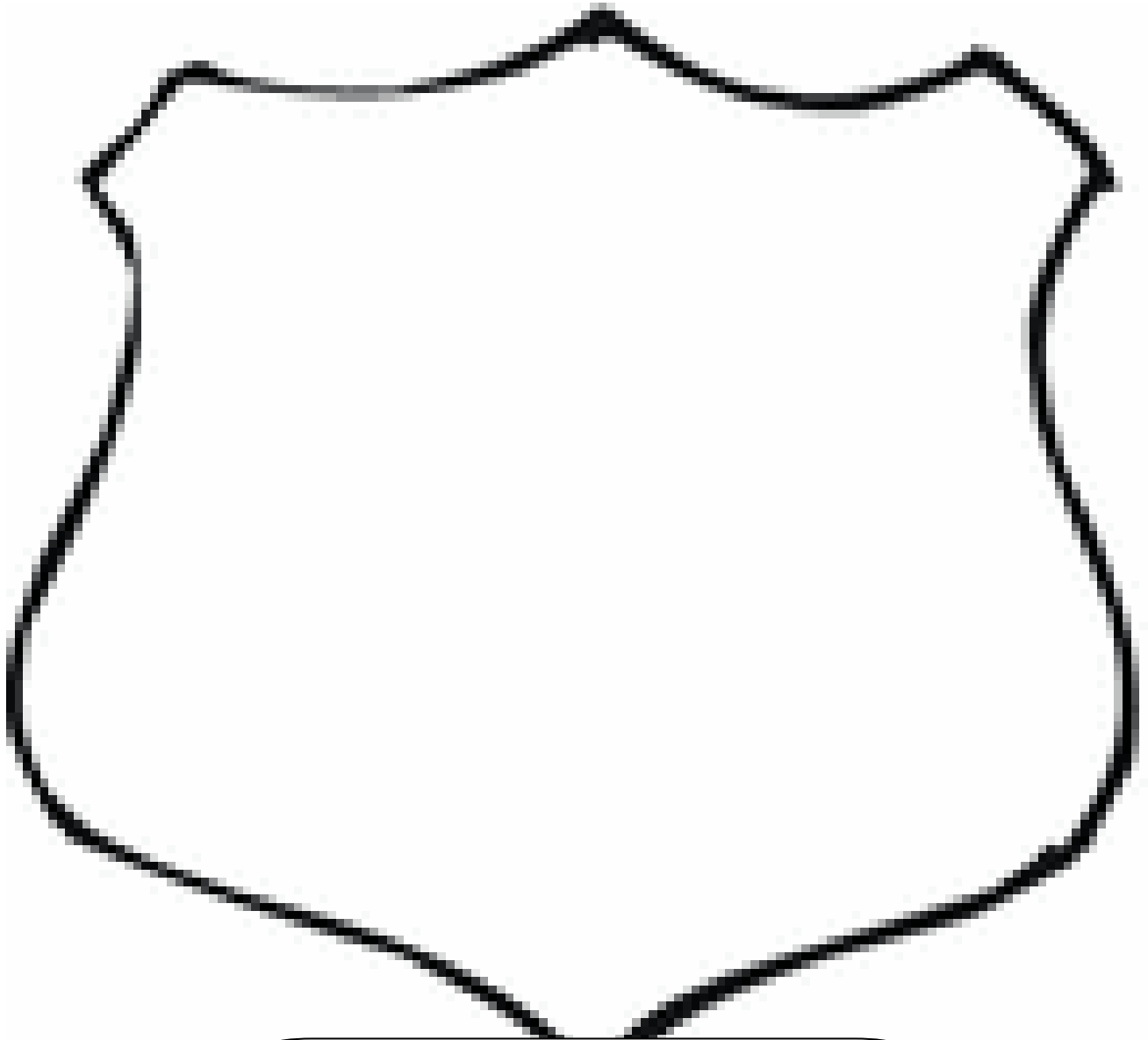
This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.





Worksheet °1.

PERSONAL BACK



This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.

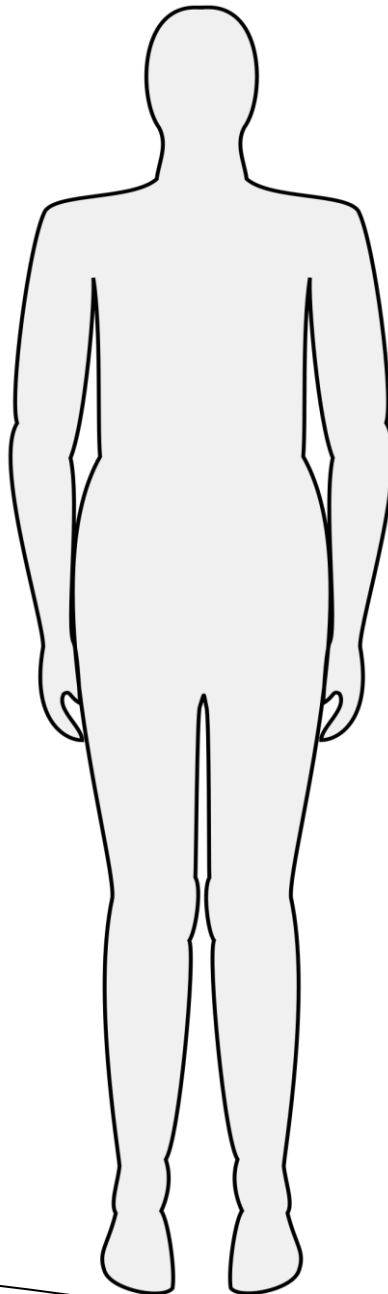


Worksheet N°2.

I WANT TO

What do my eyes want to see?

What do my hands want to do?



What do my ears want to hear?

Where do my legs want to go?

This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.

Title		<u>My Qualities</u>	
Duration	40 minutes	Grade	VII
Aims and expected results	<p>The students:</p> <ul style="list-style-type: none"> - know about the concept for themselves and for their own uniqueness; - know different ways of expressing quality characteristics, abilities and capacities through work and leisure activities; - Know different ways that can be contributed to the group work. - Can identify positive features / characteristics 		
Materials	<ul style="list-style-type: none"> - Writing paper - Adhesive tape - Poster - Writing kit - Coloring pens, crayons, pencil 		
Description of the activity:	Introduction	<p>The teacher writes the word "QUALITY" on blank poster, and using brainstorming technique encourages students to think and express their ideas and thoughts about everything that they associate with the given word. Then the teacher explains that the people themselves have their own virtues, as well as defects. Each student should consider and choose one's own virtue that will write to the poster. Thus all the students come out and write down their virtue to the poster, creating a cloud of words, made up of words from the whole group.</p>	
	Main activity	<p>The teacher carefully explains the planned activity of the students. Each student has a white sheet of paper, taped on his/her back. Each student receives a marker or color pen. The students think about the positive things of their friends and choose one thing they should write on the sheet, taped to their comrade's back. The students are supposed to write one word about every student in the group.</p> <p>The teacher takes care and encourages students to think positively and actively participate in the activity.</p>	
	Conclusion and Evaluation	<p>After the activity ends, all students sit in a circle and take off the sheets of their backs. Every student reads what is written on his back and then the whole group joins a discussion answering questions such as:</p> <ol style="list-style-type: none"> 1. What did we do today? 2. How did you feel? 3. What have we learned? 4. How can we use the lesson in our everyday life? 	
	Notes:		



This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.



Title		<u>Something else</u>	
Duration	40 minutes	Grade	VII
Aims and expected results	<p>The students:</p> <ul style="list-style-type: none"> - know about the concept for themselves and for their own uniqueness; 		
Materials	- a box with a lid and a mirror inside		
Description of the activity:	Introduction	<p>Ice breaker activity - "Mirror"</p> <p>The teacher gives instructions that everyone will need to open the box and tell a nice word or thought about what he/she sees in the box, while at the same time the student is not telling the rest of the students what he saw in the box. It should remain a surprise.....</p> <p>The students are placed in a circle. The teacher demonstrates the activity by going to the center of the circle where the closed box is placed. The teacher opens the box and tells a nice word or thought about the image that he/she sees in the box ... (Example: How nice you are! Awesome! You are very cute! .and similar....)</p>	
	Main activity	<p>Reading of the text "Something Else"</p> <p>The teacher carefully points out to the students that for the planned activity, it is necessary to listen carefully.</p> <p>Then the teacher reads the text to the students</p> <p>Setting up the impressions of the story ... Have you ever been in the situation similar to one described in "Something Else" How would you feel then?</p>	
	Conclusion and Evaluation	<p>Perceiving similarities and differences</p> <p>Students get instructions on completing the worksheet.</p> <p>It is an independent activity of students - filling in the questionnaire. Sharing responses with others ... Discussion .. How are they similar or different from the others.....?</p>	
Notes:	If you do not have the opportunity to perform the activity in outdoor conditions, you can do it in the classroom		

Worksheet N° 1.

"Something Else"

On the windy hill in a lonely place, without anywhere else that could have been his friend, **Something else** lived.

He knew that he was what he was, because everyone was claiming it.

When he tried to sit next to them, or to walk with them, or to join them, he always received the same answer: "I'm sorry you're not like us. You're **Something else**. You do not belong with us. "

Something else tried to resemble to the different ones with all his being. He always greeted them with a smile on his face as they passed by. He began to carry his snack in a bag, as they used to do it ... But in vain. He did not look like them; neither did he speak like them. He could not see the world like they did. He did not know how to play like them. Not to mention the snacks they used to eat...

"You do not belong here" –they said- "You are not like us. You are **Something else**."

Something else went back home. As he was preparing to go to bed, someone knocked at the door. **Something** stood on the threshold.....

"Hi," he said. "I am glad to meet you. Can I come in?"

"Pardon?" **Something else** said.

"Am I welcomed?" the creature asked. Stretching his paw or maybe it was a feather?!

Something else was staring at the pawn.... "I think you've mistaken the place!" **Something else** said.

The creature shook his head and said "No, no. The place is perfect. Look!!!"

And while **Something else** realized what was going on, the creature was already inside ... and he just sat on his snack

"Do I know you from somewhere?" **Something else** asked, totally confused by the situation. "Do you know me?" The creature laughed. "Of course you know me. Look at me better. Just look ahead." She looked at **something else**. He strolled around the creature from the front to the back and from the back to the front ... She did not know what to say, so he was silent.

"Don't you see?!" screamed the creature, "I am the same as you! You're **Something else** and I'm the same one too!" Once again he handed his paw and smiled. **Something else** found himself in a miracle, so he could not hide the smile. Nothing, he accepted the paw. "Just like me?" He said.

"You're not what I am. In fact, you do not look like anything I've ever seen. I apologize, but you are



definitely not MY sort of **Something else**. "He went to the door and opened it" Good night! "He said to the creature.

The creature slowly picked up his paw. "Ah ..." he said. It looked somewhat small and sad. He reminded him of **Something else** about something, but he could not remember of what. And while he was trying to recall, the creature left.

Suddenly **Something else** remembered..... "Wait!!!", he yelled "Do not go!" He ran as quickly as he could to get to the creature ... When he got there, he grabbed his hand firmly. "You are not what I am, but I do not care. You can stay with me if you want." The creature returned...

From then on, **Something else** had something who could be a companion. They greeted each other with a smile. They drew ... they painted.... They played games that they knew and loved them, or at least they tried ... They were eating together....

They were different, but they agreed....

And when one day someone appeared with a really strange look, they did not tell him that he does not look like them and that he will not fit in their friendship. They would stop and immediately make a place....

This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.



Worksheet N° 2.

Me and the others-Distinguishing similarities and differences

Family members	Three similarities between me and members of my family: 1. 2. 3.	Three differences between me and members of my family: 1. 2. 3.
Friends	Three similarities between me and my friends: 1. 2. 3.	Three differences between me and my friends: 1. 2. 3.
People from other religion	Three similarities between me and people from other religion: 1. 2. 3.	Three differences between me and people from other religion: 1. 2. 3.
People from other countries	Three similarities between me and people from another countries 1. 2. 3.	Three differences between me and people from other countries: 1. 2. 3.

Title		<u>Finish the sentence</u>	
Duration	40 minutes	Grade	VII
Aims and expected results	<p>The students:</p> <ul style="list-style-type: none"> - know about the concept for themselves and for their own uniqueness; - be able to express their thoughts and opinions - be able to describe themselves 		
Materials	<ul style="list-style-type: none"> - worksheet ' Finishing sentences...' - small box 		
Description of the activity:	Introduction	Ice breaker activity- "The mirror "	
	Main activity	<p>The teacher splits the group into pairs and organise them so they are standing opposite each other. One person makes a movement, the other tries to mirror them as well as they can, they then continue this for the time allocated (like a minute). Then they swap roles. When both have played both roles, they can try to coordinate movements with each other, so that both become player and mirror at the same time. This works best with slow movements and needs a lot of concentration.</p> <p>Students complete the worksheet ' Finishing sentences... ' according to the instructions received by the teacher. That is, they begin completing the sentences by forming sentences that apply to them and their lives and are true for them. Then they cut the worksheet into paragraphs according to the labels and they place parts in the box. One by one students go out and pick a sheet from the box, they read the sentences and try to guess whose worksheet did that paragraph came, and who does it apply to.</p>	
	Conclusion and Evaluation	<p>After the activity ends, all students sit in a circle and take off the sheets of their backs. Every student reads what is written on his back and then the whole group joins a discussion answering questions such as:</p> <ol style="list-style-type: none"> 1. What did we do today? 2. How did you feel? 3. What have we learned? 4. How can we use the lesson in our everyday life? 	
Notes:			

Worksheet N°1

Finishing Sentences

One way I am different from other pupils is ...

One way I am the same as other pupils is ...

I sometimes wonder how...

I sometimes wonder why...

I sometimes wonder if...

I believe in...

..... is important to me

Someone I hope to be like is

Someone I hope to be like is ... because

✂ I am worried by...

When I leave this school I hope people will remember me as

The sort of person I see myself as is

The kind of person I am influenced by is

I am not pleased with myself when

A time I was brave was....

A fear I have overcome was...

A fear I would like to overcome is ...

I worry about ...

If I were Prime Minister I would

If I could make changes in this world I would

✂ What I think about death is ...

Religion means to me

Something that makes me sad/happy/miserable/angry is

Something I intend achieving is ...

Something I have achieved recently is ...

Something I have learned to do recently is ...

Something I think is good about being a boy/girl is ...

Something I would like to do again is ...

Something I will never do again is

Something I avoid doing is...

When kids make mistakes teachers should

The kind of person I see myself as is ...



This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.



Title		<u>My Life Path</u>
Duration	40 minutes	Grade VII
Aims and expected results	<p>The students:</p> <ul style="list-style-type: none"> - know about the concept for themselves and for their own uniqueness; - knows different ways of expressing abilities and capacities through work and leisure activities; - can identify important moments and people of their lives 	
Materials	<ul style="list-style-type: none"> - clubbing thread (yarn) - natural materials (stones, twigs, flowers ...) 	
Description of the activity:	Introduction	<p>Ice breaker activity- "The web "</p> <p>The students are placed in a circle, and lead by the example of a teacher who has a yarn in the hands, tells how they feel today and they give the yarn to another participant from the group, who should also say how he feels and gives the yarn to another student</p> <p>In that way they "knit a web of feelings"</p>
	Main activity	<p>My life path</p> <p>The activity is performed in outdoor conditions-park, school yard). The teacher carefully explains the planned activity to the students. Every student should find "his place" where he will stand ... They need to think about their past life Important events and moments people they met, who in a way deserve a place in their life ... Then they have to find natural materials (stones, twigs, flowers, etc.) from their "place" to present their picturesque "Life path" The teacher takes care and encourages students to think positively and actively participate in the activity.</p>
	Conclusion and Evaluation	<p>After the activity has ended, all the students sit in a circle and discuss the past activity Was it interesting to them? Was it difficult to distinguish important moments and people? Was it difficult for them to illustrate their "Life Path" ...</p> <p>Then each of the students separately presents "His Place" and his "Life Path" in front of other students</p>
Notes:	<p>If you do not have the opportunity to perform the activity in outdoor conditions, you can do it in the classroom</p>	



This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.



Title		<u>I am writing you a letter...</u>	
Duration	40 minutes	Grade	VII
Aims and expected results			
<ul style="list-style-type: none"> - Students know how to use formal ways of expressing their opinions; - To know how to choose the most appropriate way and words to express their feelings and opinions 			
Materials			
<ul style="list-style-type: none"> - Board and chalk - Paper and writing accessories 			
Description of the activity:	Introduction	<p>Ice breaker activity-</p> <p>Students should split into pairs and one of the other students should write a short word on the back of the other students with a finger . The other student should guess what he wrote. Then they have to change their roles.</p>	
	Main activity	<p>In the same pairs, students should write a letter asking for a principal to express their dissatisfaction with what is happening in the school. It can refer to real or fictional things.</p> <p>The teacher on the board is writing the form they need to keep in the letter:</p> <ol style="list-style-type: none"> 1. To whom is it addressed, 2. What is the cause of discontent, 3. What is required, 4. Whoever demands, 5. Date. <p>After completing the letters, several volunteers read it.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • How do you feel when you can set up your own request? • Are there any words or expressions that can be insulting in your requests and which should change? • Why is it important to express the opinion in writing by observing the structure of the letter? • Are there insulting words in your requirements that need to be changed? • Why is it important for people to express their opinion? • What happens if you can not tell what they think? • Will they stop thinking about this? <p>After the discussion, students read the letters again and correct those words or expressions that are offensive.</p>	

This project was approved and funded with the support of the European Commission. This document reflects only the views of the author and the European Commission cannot be held responsible for any use which may be made of the information, contained therein.

CONCLUSION

Conclusion and Evaluation	After the activity ends, all students sit in a circle and the whole group joins a discussion answering questions such as: <ol style="list-style-type: none">1. What did we do today?2. How did you feel?3. What have we learned?4. How can we use the lesson in our everyday life?
---------------------------	--

Notes: