

HAPPINESS TRAINING TOOLKIT



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

INTRODUCTION TO HAPPINESS TRAINING TOOLKIT

In today's rapidly evolving world, educators and institutions recognize the importance of equipping students not just with academic competencies, but also with life skills that transcend the classroom. At the heart of such an endeavor lies the quest for happiness, fulfillment, and balance. With challenges like the covid-19 pandemic reshaping the social fabric, the urgency to address the emotional and social needs of young individuals has never been more pronounced.

The period of adolescence, ranging from **13 to 17 years**, is a pivotal phase in an individual's life. It is marked by profound emotional, cognitive, and social changes. Students in this age bracket are at varied stages of maturity, grappling with identity, independence, and a myriad of emotional experiences. Recognizing this diversity is crucial. Our program, therefore, takes into account the broad age spectrum, ensuring that exercises and content are flexible enough to cater to different maturity levels. By doing so, we aim to make the curriculum resonate deeply with each student, no matter where they stand on their journey of adolescence.

Our vision for this project is clear and profound: to strengthen the foundations of happiness and enhance the well-being of students. This isn't just about introducing another academic module, but about weaving a tapestry of knowledge, techniques, and experiences that foster a sense of happiness and balance. And as educators, understanding the nuances and scientific underpinnings of happiness becomes essential.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

INTRODUCTION TO HAPPINESS TRAINING TOOLKIT

Happiness, in its multifaceted glory, is intrinsically linked with the school environment. Numerous studies have shown that a happy student is more engaged, resilient, and receptive to learning. When educators establish a classroom atmosphere steeped in positivity, mutual respect, and mindfulness, it lays the groundwork for holistic development. However, achieving this demands more than just superficial knowledge. It requires a deep dive into the theory of happiness, its various dimensions, and its implications in a learning environment.

Our toolkit is crafted with precision, love, and deep expertise. It does not just offer tools, but a comprehensive philosophy that educators can assimilate and propagate. Through this curriculum, teachers will not only gain insights into the theoretical aspects of happiness but also practical methodologies to seamlessly integrate them into their daily lessons. The toolkit has been meticulously designed to ensure that educators feel empowered, confident, and equipped with a vast reservoir of knowledge. This ensures that they don't have to turn to disparate internet sources, but find a consolidated, well-researched source right at their fingertips.

In conclusion, this is not merely a curriculum; it's a movement. A movement to redefine education, to shift the focus from mere academic achievements to holistic well-being, and most importantly, to nurture a future generation that values and embodies happiness. As you delve deeper into this curriculum, may you find it to be a transformative journey, not just for your students but for yourself too. Welcome to the world of happiness education.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Table Of Contents

- 01 – ADAPTABILITY**
- 02 – SELF-AWARENESS**
- 03 – SOCIAL AWARENESS**
- 04 – EMOTIONAL SELF-CONTROL
& POSITIVE OUTLOOK**
- 05 – COMMUNICATION**
- 06 – TEAMWORK &
CONFLICT MANAGEMENT**
- 07 – GOAL-SETTING &
PERSISTANCE**
- 08 – CRITICAL THINKING**
- 09 – TRAINING TOOLKIT**



Co-funded by
the European Union

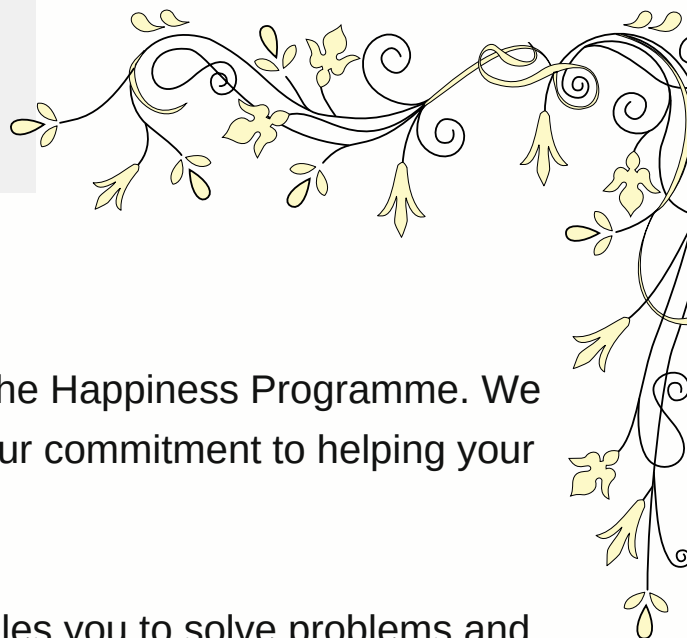
Module 1

ADAPTABILITY



We believe that developing adaptability is key to young people's personal development, and we are delighted to share this journey with you and your students. We wish you a very enriching journey and hope that it will support you in your adventure as a teacher. Here we go!

Invitation to the module



Dear Happiness Programme teacher,

Below is the first module on the adaptability of the Happiness Programme. We would like to welcome you and thank you for your commitment to helping your students improve their well-being.

Adaptability is an essential skill because it enables you to solve problems and overcome challenges. It is the ability to change action, direction, or perspective to adapt to different conditions or environments. It entails avoiding getting swept up in shifting circumstances. In other words, it includes the ability to assess an evolving situation from multiple perspectives and points of view and choose the best response. In this sense, students will have the opportunity to enhance their personal development.

Throughout this module, the concept of adaptability is introduced and focuses on fostering and developing knowledge about flexibility, problem-solving, goal setting, sustainable development, which are aligned with essential aspects of entrepreneurship and career guidance.

Lesson 1 - Social Responsibility and Environment: Encourage students to think creatively about new scenarios of social and ecological organisation.

Lesson 2 - Emotions, Empathy, and Teamwork: Emphasise the importance of emotional intelligence. Empathy and understanding emotions are crucial skills for effective teamwork and leadership.

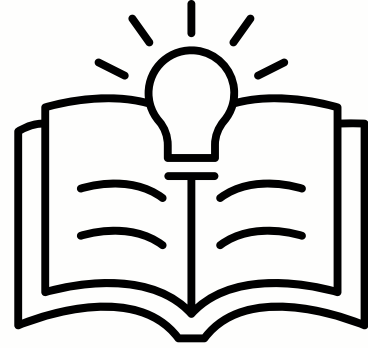
Lesson 3 - Good Deeds and Strategic Thinking: Explore the implications of strategic thinking for both personal development and career success.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



By the end of this module, students should be able to:

- Understand and explain adaptability as a skill to navigate changing situations effectively.
- Identify opportunities for personal growth by embracing adaptability.
- Apply problem-solving strategies in response to challenges and change.
- Enhance emotional intelligence and empathy for improved relationships.
- Develop flexibility and resilience in thinking and behavior.
- Set and adjust goals while adapting to evolving conditions.
- Explore adaptability's impact on social responsibility and sustainability.
- Evaluate the significance of good deeds and strategic thinking.
- Apply adaptability skills to real-life scenarios and potential entrepreneurial pursuits.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1

Think green, think big!

Keywords for you:

Flexibility, strategic thinking, social responsibility, green environment

To adapt means to be able to "accommodate" or adjust to a new situation, regardless of whether or not we have previous experience with it. This ability is inherent to any living being, we all need to adapt to new circumstances, and it is even inherent to biology. Adapting to a new experience, person, place, or event is of great importance for personal and professional development. Therefore, adaptive activities are an alternative to facilitate this process for young students.

The purpose of these activities is to encourage integration, interaction, and interpersonal relationships, where students are able to skillfully see opportunities within obstacles. In a dynamic career landscape, professionals who can adapt and innovate find themselves at a distinct advantage. By encouraging your students to internalize this mindset, you empower them to not only make positive contributions to the environment but also to harness adaptability as an invaluable asset for their future careers.

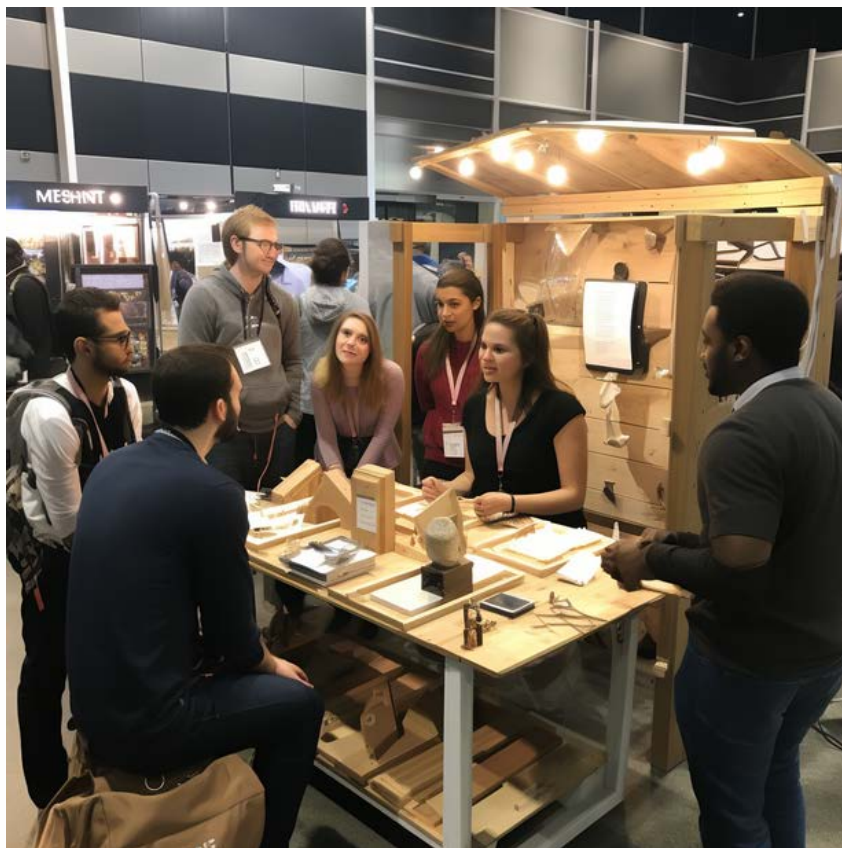
This lesson encourages commitment to green actions, environmental adaptation, entrepreneurship, and career options to design and promote a message of a more sustainable world. It is possible to transform aspects of a situation into new opportunities for growth and development. You can encourage your students to take that energy and transform it into a beneficial and positive current, and thus guiding their lives on the path to happiness. In the classroom, as a learning environment and physical space, it must allow and promote the correct exchange of knowledge.

Plan of Lesson 1

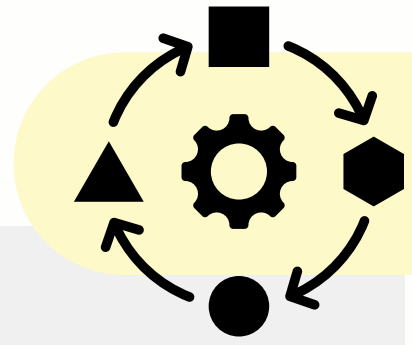
Introduction/ Warm Up to the Activities:

Include aspects of Entrepreneurship and Career Orientation

This lesson consists of four exercises. The first two exercises in Lesson 1 are connected; you can do both or choose one of them. In the first part of exercises 1 and 2, students reflect individually; they then express their ideas or opinions in front of their peers. The other two exercises focus on recycling and sustainable practises, but in general, all exercises take on a role that can have entrepreneurial or career aspects. Exercises can be worked on in small groups or by separating the classroom into two large groups, depending on the size of the class.



Plan of Lesson 1



Main Activities:

Name of exercise 1: Imagine an alternative world

Materials needed:

Markers, pencils, glue sticks or tape, scissors, coloured paper, and similar materials for the wall mural.

Begin the lesson by asking your students which position reflects their worldview and adopting a role that reflects their worldview.

Step by step:

- Each student will introduce their part, and as the other group members gradually join, a collective proposal will be formed.
- Afterwards, a debate will be opened on what the group has represented and what, in everyone's opinion, are the main problems in our world. The group will be asked to think of solutions to change this situation, reflecting on what they would like this possible world to be like.
- Finally, encourage your students to create a mural, providing them with the creative materials to depict an alternative global situation of what 'an alternative world' would look like.

Plan of Lesson 1



Main Activities:

Name of exercise 2: My alternative world

Materials needed:

Pencils, whiteboards, a sheet of paper, and smartphones/computers.

To start the activity, students are divided into small groups and will spend 10 minutes reflecting on some questions. Provide each group with a whiteboard or a blank sheet of paper.

Step by step:

- Ask students to brainstorm the following questions:
- I would like that in my alternative world.
- I commit myself to...
- Once they have filled in both columns, encourage students to create audio-visual content to share their ideas with their friends and community.

Plan of Lesson 1



Main Activities:

Name of exercise 3: Sustainable gymkhana

Materials needed:

- A designed map of the area, recycled material, and at least 4 coloured containers.

The "**Sustainable Gymkhana**" exercise fosters contemplation on environmental concerns and incorporates entrepreneurial aspects that encourage innovative thinking and problem-solving. This exercise aims to trigger introspection regarding the environment and the critical significance of upholding ecological balance and minimizing waste generation. The "Sustainable Gymkhana" allows students to creatively address environmental issues using an entrepreneurial mindset. It enables them to find sustainable solutions like eco-friendly products or waste reduction.

- Step by step:

1. It would be advisable to start the lesson by discussing about the paramount importance of the environment and the awe-inspiring beauty of the planet, which laid the foundation. This sets the stage for introducing the entrepreneurial dimension by delving into the concept of ecology and emphasizing the entrepreneurial potential within environmental stewardship
2. To break the ice, present your students with the map of the area you have designed for the gymkhana and organise the teams. Don't forget to give the students time to familiarise themselves with it and explain the rules about recycling.
3. Then divide the students into groups and set a time limit of 15-20 minutes for them to collect the materials.
4. At the end, invite the whole class to reflect on everyday actions we can take in our daily lives to care for the planet, such as tips on how to throw away, reuse, and recycle.

Plan of Lesson 1



Main Activities:

Name of exercise 4: Second chance - 5R

Materials needed:

Recycled material, markers, pencils, glue sticks or tape, scissors, coloured paper, and similar materials.

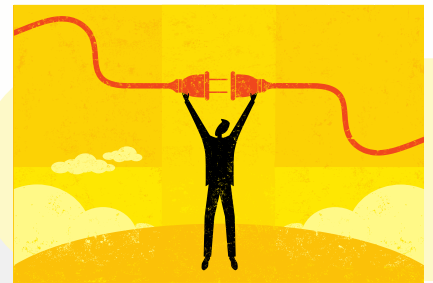
We will continue with the exercise "Second Chance, - 5R". It will be about creating from waste, not generating more, i.e., giving "a second life" to certain products for which only "small gestures" are needed. This activity presents an excellent opportunity to introduce students to the world of career options aligned with sustainable practices and resourcefulness.

By engaging in this exercise, students can gain insights into fields such as upcycling, product redesign, and sustainable entrepreneurship. They will not only learn how to transform discarded items into valuable assets but also discover potential career paths that emphasise environmental stewardship and innovation.

Step by step:

- Encourage your students to collect different products from the containers where they deposited each material previously in the gymkhana.
- And from there, they will decorate the materials and decide what use they will make of them.
- Encourage your students to share their creations with people they love, charity shops, or social organisations.

Lesson 1



Get inspired



On the official website of the World Wide Fund for Nature (WWF), you can find an educational package for teachers on sustainable futures, as a tool to help you work and discuss in the classroom. It includes lesson plans, PowerPoint, and a student reflection journal.

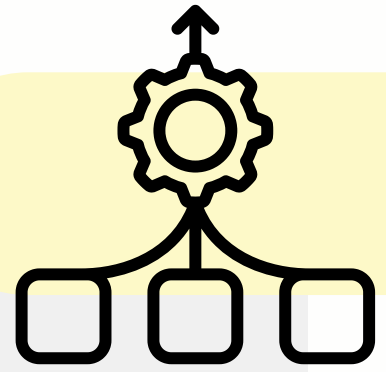
Some tips to keep in mind:

- Goal: Make sure that the main aim of these adaptive activities is to get to know themselves, the class group, and explore the differences between everyone and the space. This will make everyone feel more comfortable and eliminate the tension that this can create.
- Approach to activities: Pay particular attention to the fact that all activities should aim to point out or identify positive aspects, whether of the group, a learner, or the environment. This is why some supervision is required to ensure that the focus does not become negative and does not affect or condition students' performance.
- Interaction: Support interaction between all students to ensure that this is feedback.
- Dynamism: ensure that all adaptive activities are dynamic, feedback should be sought; and as a teacher, you give certain freedoms to students so that the teaching sequence does not become tedious. It is important that it is not perceived as work but as a recreational exercise so that they can allow themselves to explore.

Take the group into account: this includes considering the age and maturity of the group for adaptive activities. Ask them about their interests, involve them in the activities, or try to make them feel heard.

Lesson 1

Consolidation of Knowledge:



To ensure that your students are assimilating the knowledge, it is essential that you develop strategies to promote learning. At the end of each activity, we kindly suggest that you hold a small reflection session in which your students share their opinions and ideas about the learning activities.

It is enough to relate a summary or written report to create new ideas and knowledge. It is also a very versatile strategy that can be used progressively.

Steps you can take:

1. Invite your students to form small circles, with the rest of their classmates, approximately 4 students, or in small groups.
2. To break the ice during these sessions, you can ask your students what ideas they have come up with after the exercise and what the results are. You can also ask them what they have learned and in which situations they can use these skills in their everyday lives.

You can use these questions, which are reflected at the end of the lesson:

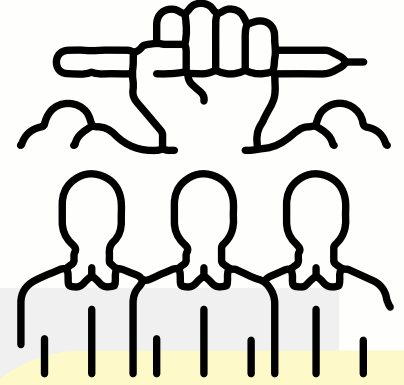
Use three words to describe the knowledge acquired.

- What's surprised you the most about the unit, and how do you feel now?
- What is the one topic you need to learn more about to help you live a fuller life?
- What can you learn from your biggest mistakes?

Name things that inspire you - books, role models, websites, quotes, paintings, stories, etc.

Lesson 2

One 4 all. All 4 one



Keywords for you:

Emotions, flexibility, empathy and teamwork

Human beings are social. We need to communicate and share to stay alive and emotionally balanced. Nowadays, people don't communicate as they used to, and individualism is more and more accepted.

Teamwork is essential to feeling alive, to helping others, to being helped by others, and to realising that everybody is feeling the same emotions at any given time.

The activities presented are designed to take into account the adolescents' necessities and their possible interests, such as music, social networks, for instance.

The aim of this lesson is to help your students to be aware of their feelings and the necessity of being empathic, communicative, and social to get their own happiness and be able to find solutions for themselves and other people.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



The next lesson consists of 3 exercises focusing on emotions, flexibility, empathy, and teamwork, as well as flexibility, as it is essential to recognise one's own and other's emotions in order to be able to manage them and adapt effectively to any situation that arises. If they learn how to be able to recognise what they feel and how to manage their feelings, they are also learning to be better adults capable of leading their career orientation, coping with different work changes, and being resilient in their professional lives.

The first exercise is aimed at doing the common good and can be worked on in small or large groups. The second exercise is suitable for pairs, and the last one for groups of five students.

This unit will allow the students to acquire tools and healthy ways to interpret difficult situations, work in groups, and find solutions to different conflictive problems. These tools allow them to be happier even though they have bad moments in life. In this unit, some dynamics are presented.

Plan of Lesson 2



Main Activities:

Name of exercise 1: Feel the life!

Materials needed: cardboard, pens, and post-its.

Introduce the activity by sharing with the students different situations that have made them feel sad or worried. Sharing their experiences with everyone and explaining all the positive facts or solutions they find.

Step by step:

- The students stand in a circle around the class.
- In the middle of the circle, a cardboard box with a written situation and wooden clogs are placed.
- In turns, the students will go out to the circle and voluntarily put on the clogs to share with the rest of the class how they would feel in that situation.
- Divide the class into five groups of six students.
- Think of several ways to find positive facts or solutions to make the person feel happier or at least less worried or sad.
- Write them on Post-Its.
- Encourage the students to share the group ideas with the rest and stick them around the initial poster board.

For example: The students are around a cardboard with the following sentence: "I had to give a presentation in my history class, and I got nervous about speaking in public". The different groups of students have to think of the sentence and try to find solutions to make that imaginary person feel better.

Plan of Lesson 2

Main Activities:



Name of exercise 2: You, my support.

Materials needed: smartphones

Introduce the activity by surprising the students. Ask your students to leave an anonymous message of support for each other at their desks. It will motivate and encourage the students before they start the activity.

- Step by step:

1. For this activity, each student will use their smartphone in the classroom.
2. Make sure that each one sends a text message to another peer, telling him/her something that makes him/her feel sad or worried.
3. The other student should reply with a message of support, expressing optimistic ideas to help the other student solve the situation.

For instance:

A: Hey, B! I didn't see you yesterday at C's party.

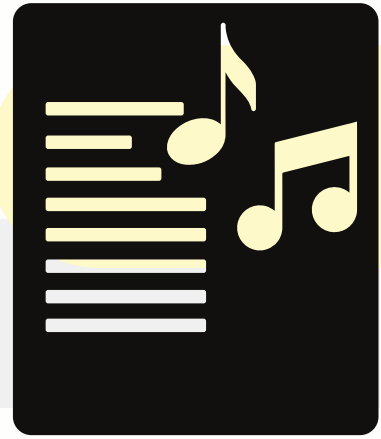
B: Yep! Didn't Fancy

A: Do you feel okay?

B: Not very! My parents are getting divorced, and I feel really depressed.

A: I know! My parents got divorced when I was 9 and It wasn't easy for me to get used to the new situation. But Little by little, everything gets better, and now I understand that it was the best option for the family's health. Don't worry, it will pass, and you'll feel better!

Plan of Lesson 2



Main Activities:

Name of exercise 3: Shake your heart!

Materials needed: sheet, pen, computer, speakers (music player).

Beginning the activity by asking the students if they use music to motivate themselves when they are happy, to cry when they feel down, or when they are in love, for instance. Make sure they share their opinions and experiences.

Step by step:

1. Make groups of 5-6 students.
2. They will hear the songs you chose (one at a time).
3. On a piece of paper, they will summarise the emotion they feel in each case.
4. Once the groups have reached their own conclusions, they share them with the rest of the class.

Example: The group listens to a song, and they have to say what the song makes them feel to the rest of the group. Each person will be able to have a different emotion.

Lesson 2

Get inspired



In this link, you can also find some other games to recommend to the students or dedicate to other sessions in the future:

<https://educationtothecore.com/2021/01/18-games-for-teaching-emotions-and-self-regulation/>

With this genially, you can learn more about emotions and feelings:

<https://view.genial.ly/5ec356f424b5f50d9a57a11a/presentation-feelings-and-emotions>

In this link, you can learn more about the benefits of music:

<https://www.healthline.com/health/benefits-of-music#community-benefits>

To keep in mind:

Goal: These activities let us know the group, their necessities, and their interests.

Approach to activities: Supervision is required to carry out all these activities because the students must focus their attention on the positive results, how they can help other people and others can help them, and how most of the problems they have can be solved and they can be happier.

Interaction: Try to motivate all the students to participate. Their opinions and experiences are essential.

Dynamism: make the activities dynamic by using examples that they understand, the music they like and giving common situations of their daily lives.

Take the group into account: Ask them about their interests, involve them in the activities, or try to make them feel heard.

Lesson 2



Consolidation of Knowledge:

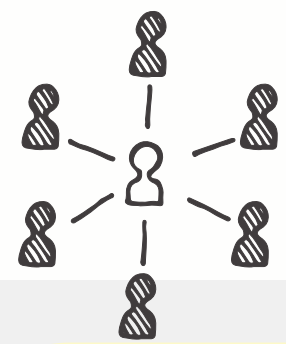
To conclude the lesson, encourage your students to answer the following questions that will help them to self-evaluate, reflect, and check what they have learned by carrying out the proposed activities. the proposed activities.

The questions you can ask are:

1. I understand what I feel
2. I understand what others feel
3. I can share what I feel with others
4. I can empathise with others
5. I can find possible solutions to my problems
6. I can find possible solutions to other people's problems
7. I can use a positive dialogue with myself
8. I can use a positive dialogue with other people
9. I can listen to me
10. I can work with a group

After answering the questions, they can share their answers with the rest of their classmates to reflect and draw conclusions together.

Lesson 3



Taking advantage of social networks

Keywords for you:

Social responsibility, solidarity, strategic thinking, and empathy.

Happiness depends directly on the responsibility and capacity we have to act, that is, on the social dimension of the human being. Happiness is linked to responsibility and the capacity for action.

We can affirm that happiness resides in knowing how to enjoy the little things, but to do so, you must first identify them, promote them, and make sure that they become pleasant habits. Yes, happiness is also a habit, and you have to know how to focus your mind on the here and now.

The highest levels of happiness are reached when we carry out activities that associate concentration and attention in a single activity with levels of well-being. The more scattered our mind is, the more unhappy we will be, and vice versa.

A happy person can be a person who enjoys, who smiles, who is kind, who has fun, who does not create conflicts, and who does not harm anyone, among many other things. The happiness of boys and girls is in the hands of their fathers and mothers, the teachers at school, and all the people around them. It's a joint effort to get him to be a positive adult. In the classroom, we can promote a climate that brings happiness through activities and dynamics that allow us to create a comfortable and enjoyable environment for adolescents.

This lesson encourages reflection on social responsibility and helping others based on the ability to adapt to successfully face any situation. It is possible to create situations aimed at achieving social well-being and emotional happiness when we do the common good. You can encourage your students to carry out experiences that pursue the well-being of the entire community.

Plan of Lesson 3

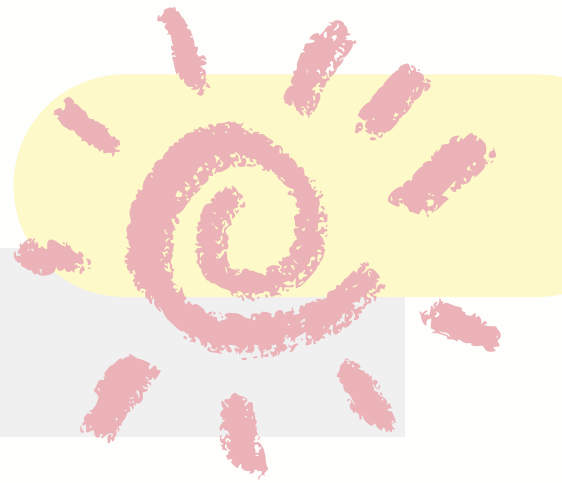
Introduction/ Warm Up to the Activities:

This lesson consists of 4 exercises that encourage reflection on social responsibility and helping others based on the ability to adapt to successfully deal with any situation. This is a very necessary ability for teamwork and professional performance, something that will greatly help the development of entrepreneurial competence.

The first three activities are oriented towards doing the common good; all the exercises can be worked on in a large group except the second activity, which we will organise in groups of 10 students



Plan of Lesson 3



Main Activities:

Name of exercise 1: Help to smile

Materials needed: Pencil, pen, markers, paper, and letters.

Begin the lesson by asking your students if they have a sick family member or friend hospitalized.

Step by step:

- The students will work in groups to write letters that are addressed to other hospitalised kids in an effort to get a response.
- Later, we will encourage students to visit those children with whom they have corresponded and share personal experiences.
- Finally, we will encourage the group of students to exchange opinions about their experiences with other people.

Example: participate in a playful workshop in class aimed at sharing the emotional skills and abilities they have put into practise during their contact with hospitalised children (learn to be brave, not to be afraid of illness or problems, to be patient, to learn to wait, and to be calm), so that they can apply them in their personal and professional lives.

Plan of Lesson 3



Main Activities:

Name of exercise 2: Boost the economy in your neighbourhood

Materials needed: Pencil, pen, markers, paper, soap, reused cans.

This activity begins by proposing to our group of students who work in the entrepreneurship area, an activity aimed at using recycled material in order to encourage the economy of their neighbourhood by making their own soap bottles by reusing used hydro-alcoholic gel bottles.

Step by step:

- As a first step, they will be in charge of looking for companies dedicated to the sale of soap.
- Afterwards, the students will be in charge of informing the families of your work and carrying out a sales campaign for the collection.
- Finally, the students will be in charge of collecting and delivering the benefit to the chosen company with a charitable purpose.

Plan of Lesson 3

Main Activities:



Name of exercise 3: We learn together

Materials needed: Pencil, pen, markers, paper, instruments, paintings, PC, and stories.

Introduction/ warm-up:

We will continue to help others, and now it is the turn of our elders; We propose to the students an initiative with which to make the elderly happy.

Step by step:

- First, the students will receive a talk by professionals who work in a residence for the elderly.
- Afterwards, we will open a debate about the problems that surround the elderly in the neighbourhood and thus make them aware of their main needs
- Now it will be their turn to visit a nursing home, where they will have the opportunity to introduce themselves and chat, with the aim of strengthening their relationship ties.
- The next session will consist of inviting the older people to visit the student centre, where they will carry out interviews and workshops previously designed by the working group.

Plan of Lesson 3

Main Activities:



Name of exercise 4: Social networks with social responsibility

Materials needed: sheet, pen, PC, and speakers.

The activity will begin with an investigation of advertising spots, in which the group of students will have to analyse the corporate social responsibility of companies.

Step by step:

1. Encourage your students to investigate various advertising spots that are of interest to them.
2. From there, they will have to analyse their content and analyse the corporate social responsibility of companies.
3. Finally, we will encourage opening a debate with the entire group of students where they can question how companies focus on having a positive or negative impact on society, the environment, and the well-being of their customers and employees.

Lesson 3

Get inspired



After finishing the lesson, we suggest the following links and ideas:

[Teachin Students the importance of individual social responsibility](#)

[TThe Relationship of Altruistic Behaviour, Empathetic Sense, and Social Responsibility with Happiness](#)

[Youth in Action. United Nations](#)

Goal: These activities allow us to develop a social commitment dimension of our students, encouraging reflection on social responsibility and helping others.

Approach to the activities: It is necessary for the teacher to supervise the development of these activities and lead the group to promote a comfortable and pleasant atmosphere that allows for the creation of situations aimed at achieving social well-being and emotional happiness.

You can encourage your students to carry out experiences that are aimed at the well-being of the whole community.

Interaction: Try to motivate all students to participate. Their opinions and experiences are essential.

Lesson 3

Get inspired



Dynamism: Try to make the development of activities dynamic, ask them questions to arouse their curiosity about the topic to be worked on, and encourage students to collaborate with each other and work as a team. Set time limits for each task and, once completed, have them comment aloud on the problems they have encountered and how they have been able to solve them.

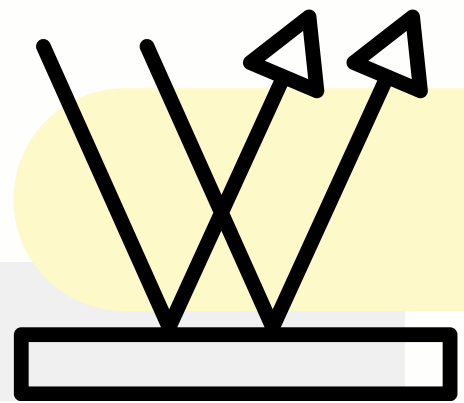
This system improves the completion of exercises and assignments and also improves individual problem-solving skills by listening to various alternatives from other classmates.

Keep the group in mind: These activities are suitable for certain groups in different circumstances. The choice of the appropriate technique in each case is generally up to the group leader.

To select the most suitable methodology for each activity, you have to consider the following factors: objectives to be achieved, characteristics of the group members (age, level of education, interests, expectations, predisposition, experiences, etc.) as well as the maturity and experience of the group.

Lesson 3

Consolidation of Knowledge:



To conclude the lesson, students can answer the following questions that will help them to self-evaluate, reflect, and check what they have learned by carrying out the proposed activities.

- How do you feel when you work in a group?
- Do you feel better when you help others?
- Do you think doing good is a social responsibility?
- How do you contribute in your day to day for social good? Have my habits on social networks changed at all?
- Am I more responsible in the use I make of my social networks?
- How have I contributed to society with my responsible actions?
- What benefits have I obtained? What benefits have others obtained?
- Can being more socially responsible help my happiness and that of others?

Module Knowledge Assessment:

https://docs.google.com/forms/d/1x4Ck0d8vATTuSNIN7jNXvICHG8AhR2EkQdCN1_1-G7A/edit

Module 1 ADAPTABILITY

Module Summary

Adaptability is an essential skill because it enables problem-solving and overcoming challenges. It entails actively navigating shifting circumstances as opposed to letting them control you. It is the capacity to change action, direction, or perspective to adapt to different conditions or environments. In other words, it includes the ability to assess an evolving situation from multiple perspectives, to change one's thinking and point of view, and to choose the best response.

It is key that you, as teachers, put in place new tools to keep the educational space up to date by adapting to the environment in which students move, regardless of the degree of virtualization of subjects. As adaptive individuals, students can thrive in any situation, and by offering different ways of learning and understanding the material, you as a teacher can ensure that all your students have an equal opportunity to succeed.

About the authors

Ángela, from **Seneca School** staff, **Spain**

We foster diversity in education and try to educate people in solidarity and environmentally respectful people with a high critical capacity, teamwork, and compromise with innovation. These are our essential values. We look forward to the overall impact on our school in different stages of our participation in European projects.



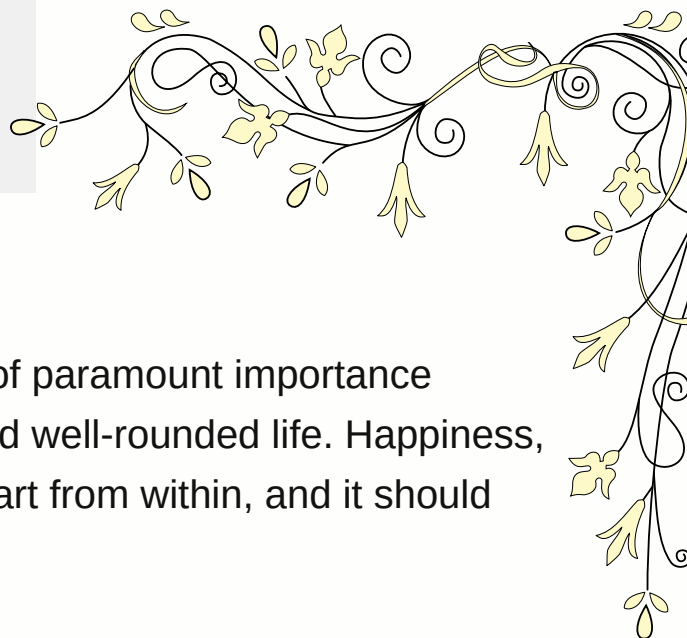
Module 2

SELF-AWARENESS



We believe that building self-awareness is essential for personal growth and development, and we are excited to share this journey with you and your students. So, are you ready to take on this rollercoaster ride with us? Let's go!

Invitation to the module



Supporting and understanding happiness is of paramount importance because it forms the bedrock of a fulfilling and well-rounded life. Happiness, as the age-old adage suggests, truly does start from within, and it should matter to all of us, because it gives us:

- Foundation of Well-Being.
- Resilience.
- Improved Mental Health.
- More positive Relationships.
- Better results and productivity.
- Creativity.
- Personal Growth.
- Altruism.
- Lifespan
- Better quality of Life.

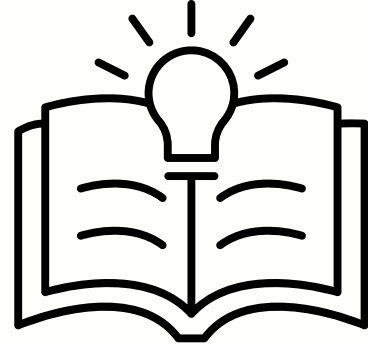
Ultimately, happiness is what gives life meaning and purpose. It enriches our experiences and helps us savor the journey rather than just focusing on the destination. Supporting and understanding happiness is crucial because it forms the core of our well-being, personal growth, and our ability to contribute positively to the world. It is not merely an end goal but a fundamental aspect of leading a fulfilling life. And self-awareness is the compass that helps us navigate the path to happiness. It allows us to understand ourselves on a deeper level, make choices that serve our well-being, and maintain a positive and fulfilling life.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



By the end of this module students should be able to:

- understand what values are and be able to name the key values that currently guide them.
- recognise the different levels of who they are and all the roles they play in life.
- they will identify their "ikigai", what it is that they enjoy and are really good at, what they can give to the world and what can make them money or a living.
- how to be and stay in the moment and how to connect to the present and not think about the past or the future - all we have is this moment.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1



Peel the onion

Keywords for you:

Values, Internal and external self-awareness

Self-awareness is crucial to anyone's personal and professional growth. It involves understanding our thoughts, emotions, and behaviours, as well as how others perceive us. Self-awareness can help anyone build stronger relationships with others, communicate more effectively, and make sound decisions.

There are two types of self-awareness: internal and external. Internal self-awareness involves understanding our values, passions, aspirations, and reactions. It is associated with higher work and relationship satisfaction, personal and social control, and happiness. External self-awareness means understanding how others view us regarding the same factors. It is linked to empathy and perspective-taking skills and is particularly important for effective leadership.

Self-awareness is a lifelong learning process, and this is an entrance point for your students.

Understanding one's values is pivotal for students as it provides a compass for navigating life's choices and decisions. When students are in alignment with their values, they are more likely to make choices that resonate with their true selves, leading to a deeper sense of authenticity and contentment. This alignment fosters a greater sense of purpose and meaning, which are essential components of happiness and satisfaction. Moreover, knowing one's values can act as a buffer against societal pressures and expectations, allowing students to pursue paths that genuinely fulfill them. Ultimately, this self-awareness empowers students to lead lives that are more fulfilling and in harmony with their authentic selves, contributing significantly to their overall happiness and satisfaction.

Plan of Lesson 1



Introduction/ Warm Up to the Activities:

There are two parts to the activity in this lesson; you can do both or choose either. In the first part of each activity, students work individually; in the discussion, they can work in pairs or as a whole group.

Begin the lesson by asking your students what they think is the driving force of actions, decisions, thoughts, emotions, and behaviours in their lives. Then, ask them if they can define what values are.

After a short discussion, start with the first exercise and continue with the second activity.

In the end, explain the concept of identity and internal/external awareness and reflect on both activities with students.

Core values activity is suitable for younger and older students, activity Who am I is more suitable for older students.

Plan of Lesson 1



Main Activities:

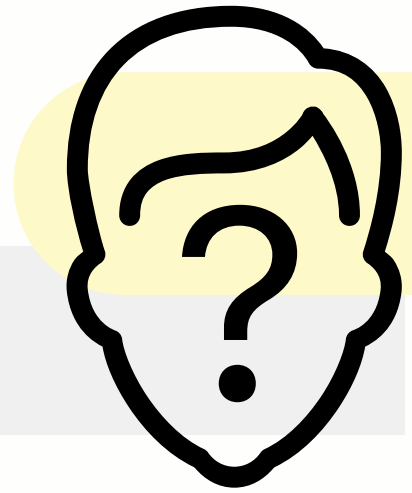
Name of the activity: Core values

Materials: Cut values for each student

Step by step:

- Give students a pile of cut values on small papers and instruct your students to place the first 7 values from the pile on the table/floor in front of them.
- They then take the remaining values from the pile one at a time and swap the values in front of them with the ones in the pile if they feel they are more critical. If not, they can put it away.
- The exercise ends when they have come through the whole pile of values and have their 7 essential values in front of them.
- Later you can ask your students to choose the most important one among the fundamental 7 values, or some can present their core values. The most important question is why these values are so vital to them.

Plan of Lesson 1



Main Activities:

Name of the activity: Who are you?

Materials: Papers, pencils and crayons

Step by step:

1. This second activity also starts individually. Ask students to think about themselves and write down on a piece of paper how they would describe themselves in ten words.
2. Then divide students into pairs and ask them that each of them ask the other you will alternately ask each other a straightforward question 20 - 30 times: "Who are you?" and keep asking as long as the other has the answers and write down all the answers to your partner. Then they switch sides.
3. The aim of the activity is that students to recognise how many roles they have, how many roles they put on every day, and that behind all these roles there is still something worth discovering.

Lesson 1

Consolidation of Knowledge:

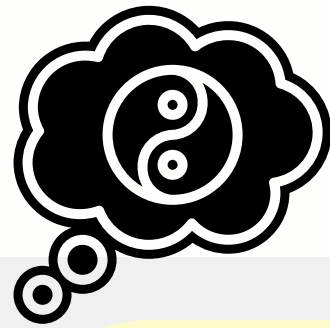
After each activity, we suggest a small reflection session where students will share their opinions and ideas about the learning from the activities. Invite students in a circle with the rest of their peers or in small groups. During these sessions, ask students which were the “aha moments” they had after the exercise, and what are the outcomes. You can also ask them what they have learned and where they can use these skills in their everyday life.

You can use these questions:

- Have you discovered important values in your life? How was the process of finding values for you?
- What did you use as determinants or pillars of your identity?
- Have you ever encountered any stereotype or discrimination because of any part of your identity? Which one? What do you think about those who behave inappropriately towards someone because of some characteristic of him or her?
- Which parts of your identity do you like the most?

Encourage students to share their thoughts and ideas with the class and facilitate a discussion that allows for multiple perspectives and ideas to be shared.

Lesson 2



Find your ikigai

Keywords for you:

Ikigai, purpose, personal strengths, and areas for improvements

Have you ever heard about ikigai? Japan is ranked second in the world for life expectancy, with women expected to live 88.09 years and men expected to live 81.91 years. While it's true that diet plays a role, many Japanese people believe ikigai has a lot to do with their longevity and living a happy life. So, we want anyone to live a long and happy life.

Ikigai is a Japanese philosophy that helps you find your true life purpose, your 'reason for being. 'Iki' in Japanese means 'life,' and 'gai' describes value or worth. Your ikigai is life purpose or bliss. It's what brings joy and inspires anyone to get out of bed every day.

Ikigai can help anyone:

- Design ideal work lifestyle.
- Create strong social connections.
- Create a healthy work-life balance.
- Pursue their dreams.

Knowing your ikigai is essential for happiness as it connects your passions, talents, and purpose in life, providing a clear sense of direction and fulfillment. It guides you towards activities and pursuits that align with your innermost desires, ultimately leading to a more content and meaningful existence.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:

This lesson starts with students' individual work and continues with pairs and finishes with a group discussion at the end.

Make a poster of ikigai or draw it on a board or just show students a picture. Tell them a story about the Japanese way of living a long and healthy life. Tell your students you do not want anything less for them and kindly invite them to do their ikigai.

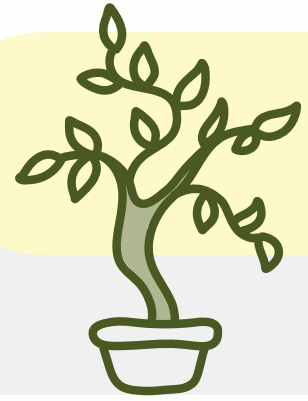
Later invite them to pairs, so students will give each other first feedback on how they see each other.

In the end, invite them to a group circle and have a common reflection and explain how ikigai can help your students in future development.

We trust you to be able to see if your students are ready to do the Ikigai activity. It might be more suitable for older students.



Plan of Lesson 2



Main Activities:

Name of the activity: Find your ikigai

Materials: Poster with ikigai and main questions, papers for students, pencils and crayons

Step by step:

- This activity starts individually. Ask students to think about themselves and answer the questions for each section of the ikigai on a piece of paper.
- What you love. Your ikigai should be something that you enjoy doing ... (you do it over and over again when you do it, you are never bored and you forget about everything around you ...).
- What you are good at. Another thing that can help you get closer to finding your ikigai is figuring out what you are, or would like to be, good at ... (what skills you have, what you do better than others, what people turn to you, what are you good at and you want to be even better ...).
- What you can get paid or rewarded for ... (for what work you were paid until now, for what you would like to be paid, for what you could be paid, what would you do if you have not been working/had a job ...).
- What the world needs ... (what can you do to make people around you happy, what does your local community need, what challenges around you are you able to solve, what kind of changes you can bring to the people around you ...).
- Then divide students into pairs and ask them to present their ikigai to each other and add some observations from the other about themselves.

Lesson 2

Get inspired



Book: Ikigai The Japanese Secret to a Long and Happy Life (English)

Lesson 2



Consolidation of Knowledge:

After each activity, we suggest a small reflection session where students will share their opinions and ideas about the learning from the activities. Invite students in a circle with the rest of their peers or in small groups. During these sessions, ask students which were the “aha moments” they had after the exercise, and what are the outcomes. You can also ask them what they have learned and where they can use these skills in their everyday life.

You can use these questions:

- What do you think are your personal strengths?
- What are the areas for improvement?
- How was the process of discovering ikigai for you?
- Are there some new outcomes that you have not expected?
- Do you think you already find your ikigai? You can do ikigai over and over again. It is never over :).

Encourage students to share their thoughts and ideas with the class and facilitate a discussion that allows for multiple perspectives and ideas to be shared.

Lesson 3

Stay Present

Stay in the present moment

Keywords for you:

present moment, meditation,
calmness, breathing

Why do you think it is important to know how to stay or to bring yourself back to the present moment?

When we practice being present, we are building good habits for our future well-being. Present-moment awareness over time has also been found to decrease stress and abrupt changes in our mood because we have more control over our thoughts.

Focusing on the now allows us to notice feelings like worry, fear, anxiety, and uncertainty and transform them into seeing each moment as a fresh experience. The present is a continual arrival of new beginnings — here, we have the power to release what does not serve us and be “reborn” at any time. We can embody anything we wish in each new moment. The past and future are both concepts that we can think about but not actually experience. For we humans, all we have is the present — and it’s all we truly need.

We are happiest in the present moment.

The present is our natural state of being. Here, we are not tied to the past, or things we wish had turned out differently. Nor are we entertaining unnecessary anxieties about the future. When we are truly present, we can welcome the unknown. We are happy to be alive, knowing each new moment is a gift. We flow with the current of life, whatever surprises come our way. The continuous arrival of the now lets us re-centre ourselves, acting from a place of authenticity and compassion, rather than reactivity and resistance.

When we worry about the past and future, we wall ourselves off from the present.

Plan of Lesson 3

Introduction/ Warm Up to the Activities:

Prepare a calm, meditative class. Put on some meditation music, maybe some scented candle.

This lesson starts with students' individual drawings and finishes with a group discussion at the end.

At the beginning do some breathing exercises to bring yourself into the present moment and then give the time and space to create a fractal drawing.

In the end, invite them to a group circle and have a common reflection and explain how this activity can help your students in future development.

This activity is suitable for any age group.



Plan of Lesson 3



Main Activities:

Name of the activity: Fractal drawing

Materials: Bigger papers, pencils, crayons

Step by step:

- Today we will draw and use this time to learn how to be in the moment. Creativity is in all of us in different shapes and versions. We will draw our fractal portrait.
- Fractal pictures are made with closed eyes in just one line with no breaks in between. Every picture should have a stop where it finishes (it can be a dot or a bench of lines). Take a paper and pencil or crayon, take some deep breaths, take some time, close your eyes and make self-portraits only with one continuous line. This will be our portrait from your intuition. After finishing you will take different colours of crayons and colour the portrait. Each of you might find different shapes (like hearts, animals, etc.) in their portrait. Everyone should think about what these symbols are trying to tell them and show them. What is happening inside of them?
- This is a good activity to start the day with. Every day in the morning before starting the day and see how you are feeling. Round shapes represent a calm state of mind, sharp shapes show us that we are tense and that something is going on in us. Anyone should ask what?
- Do not forget - always with closed eyes and in one line.

Lesson 3

Get inspired



Video: How to - Relax with drawing fractals

Lesson 3

Consolidation of Knowledge:

After each activity, we suggest a small reflection session where students will share their opinions and ideas about the learning from the activities. Invite students in a circle with the rest of their peers or in small groups. During these sessions, ask students which were the “aha moments” they had after the exercise and what the outcomes are. You can also ask them what they have learned and where they can use these skills in their everyday life.

You can use these questions:

- How do you feel after doing it and looking at it?
- Were you able to stay in the moment? To be present?
- If you have found any shapes in the picture what do you think they are telling you?
- What is the present moment?
- Why do you think it is important to be able to stay in the present moment?

Encourage students to share their thoughts and ideas with the class and facilitate a discussion that allows for multiple perspectives and ideas to be shared.

Module Knowledge Assessment:

https://docs.google.com/forms/d/e/1FAIpQLSdBrRGa5lUOS137AJYXbVQ5rTg7rk3hBbZOD9x_SQsCsEQ2EQ/viewform

Module 2: SELF-AWARENESS

Module Summary

Self-awareness is an essential aspect of education and personal development. It involves understanding oneself, identifying strengths and areas for improvement, and knowing one's purpose and how one is perceived by others.

The methods, and exercises presented in this module provide a glimpse into various activities that can be used to promote self-awareness in students. It is important to dedicate sufficient time to explore these questions and topics and to reflect on the activities conducted. By providing opportunities for students to think deeply about these important aspects of their lives, educators can help them develop into more confident, creative, and effective individuals

About the authors

Rada Drnovšek, MSc

Rada has more than 16 years of experience in the youth field, where she went through all the phases, from being a participant to project coordinator and manager. Her vision is to inspire people of all ages for their own development and consequently make the world a better and sustainable place.



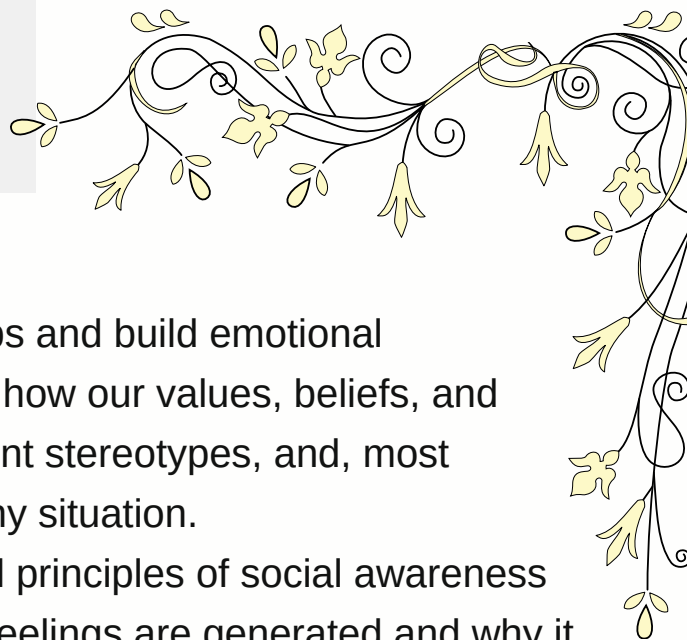
Module 3

SOCIAL-AWARENESS



We hope this program provides valuable skills that will help you develop your social awareness and contribute positively to those around you.

Invitation to the module



Welcome to the module social awareness

Our goal is to help foster positive relationships and build emotional intelligence in young people. We will explore how our values, beliefs, and attitudes affect our behaviors, how we confront stereotypes, and, most importantly, how to make smart choices in any situation.

In this module, you will learn the foundational principles of social awareness and emotional literacy. We will discuss how feelings are generated and why it is important to recognize them to effectively manage them. You'll also explore the good deeds that can lead to meaningful change for individuals and society. Additionally, we'll focus on developing your observational skills so that you can take notice of even the most subtle changes within yourself or others.

The module consists of three lessons that have been carefully designed with context-specific activities and assignments to help you reach an understanding of these topics. In Lesson 1, we will discuss what emotions are, what causes their occurrences, why it is essential to recognize them, and how they can be managed effectively. In Lesson 2, we will examine good deeds from various perspectives and explore their implications on our lives and society. Finally, in Lesson 3, we will focus on developing observational skills by introducing techniques that allow us to pay close attention to our behavior and those around us.

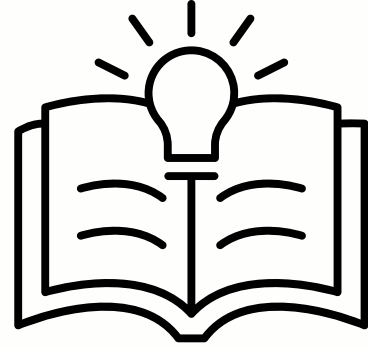
We have developed a detailed plan for three lessons which consist of an introduction to the topic, exercises related to the topic, and consolidation of knowledge through debriefing. These elements are further backed with theoretical background information for additional knowledge expansion.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



By the end of this module students should be able to:

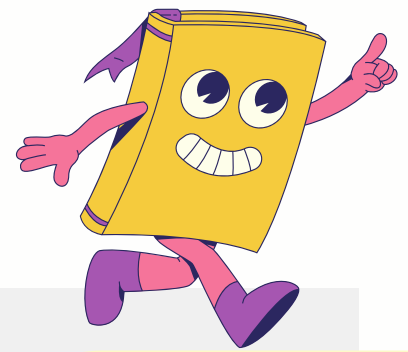
- Understand Emotional Literacy
- Grasp the Foundations of Social Awareness
- Apply Knowledge in Real-World Scenarios
- Understand the Role and Impact of Good Deeds
- Develop Observational Skills
- Critically Reflect on Learning Outcomes
- Apply Social Awareness in Varied Contexts
- Consolidate and Apply Knowledge



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1



Understanding the Power of Emotional Literacy

Keywords for you:

Emotional literacy, feeling recognition, emotional management

Emotional literacy is recognizing, understanding and effectively managing emotions. It involves identifying one's own feelings, understanding what causes them, and constructively expressing them. Emotional literacy also consists in being able to recognize the emotions of others and respond compassionately to those feelings.

Developing emotional literacy is essential because it helps individuals better manage their thoughts and behaviors and build better relationships with others. It also equips individuals with the skills to deal with difficult situations more effectively.

Without emotional literacy, individuals may have difficulty understanding and managing their emotions, leading to unhealthy coping strategies such as avoiding or suppressing feelings or aggressive behavior towards others. With the right skills, however, recognizing and managing emotions can help people become more emotionally resilient and better prepared for life's challenges.

Plan of Lesson 1



Introduction/ Warm Up to the Activities:

To begin the lesson on emotional literacy, we would start with an energizer or icebreaker exercise to get students thinking and talking about emotions. This could be like a game of charades where each student has to act out a feeling or emotion. Creating an atmosphere that encourages open communication and active participation is vital so that students feel comfortable discussing their feelings.

After the initial warm-up activity, we would introduce the concept of emotional literacy. An engaging way to do this is by giving examples of how we use emotional literacy in our everyday lives - for example, when having conversations with friends and family, when facing difficult situations, in resolving conflicts etc. We would also explain emotional literacy using simple language and examples that students can relate to.

Next, showing students why developing emotional literacy skills is crucial. Talk about how it helps us manage our thoughts and behaviors more effectively, understand others better and build better relationships with people around us. Explain how having good emotional literacy skills helps us cope with difficult situations and deal with stress healthily.

Lastly, introduce some activities or exercises that will help demonstrate the importance of developing practical, emotional literacy skills. These can include role-playing activities where students divide into pairs and practice talking about or reflecting on their feelings; writing tasks such as journaling; creating visual art projects related to emotions; and discussion groups. Make sure the activities are fun yet purposeful so that students understand how to practice emotional literacy in their day-to-day lives.

Plan of Lesson 1

Main Activities:

Exercise 1: Emotional Literacy

Materials: Worksheet, markers, paper and an interactive whiteboard.

Objective: To understand how emotional literacy can help to improve relationships, manage emotions and increase the ability to cope with difficult situations.

Instructions:

- Divide the group into smaller groups or pairs and ask them to complete a worksheet that addresses the basics of emotional literacy. This worksheet should include questions such as “What are emotions?”, “How do they affect our lives?”, “What is emotional literacy?” etc. Give each group/pair time to discuss their answers and develop a shared understanding.
- Ask each group/pair to share their discussion points on the interactive whiteboard. Facilitate a discussion around these topics and encourage participants to provide examples from their own experiences or stories of people they know who have had difficulties managing their emotions effectively due to a lack of emotional literacy.
- Present practical strategies for developing emotional literacy, such as identifying feelings. Understanding what causes those feelings and constructively expressing them. It is also recognizing and responding compassionately to the emotions of others. Explain how these strategies can help individuals better manage their thoughts and behaviors to build better relationships with others and deal with difficult situations more effectively.
- Provide students with valuable resources for further exploration (books on emotional intelligence or websites about emotion regulation). Encourage students to reflect on how they can start applying these strategies in their everyday lives to increase their emotional intelligence levels over time.



Plan of Lesson 1

Main Activities:

Exercise 2: Peer Empathy Circle

Materials needed:

Chairs arranged in a circle.

Objective:

To practice empathetic listening and expression, highlighting the importance of emotional literacy in building understanding and support within peer groups.

Instructions:

Have participants sit in a circle, ensuring everyone can see one another. Introduce the concept of empathetic listening: giving full attention to the speaker and trying to understand their emotions without immediately offering solutions. One participant will start by sharing a personal experience or challenge they faced recently, focusing on their feelings during that situation.

Once they finish, the person to their right will paraphrase what they heard, especially focusing on the emotions conveyed, before sharing their own story. Continue this pattern until everyone has had a chance to speak and listen. Conclude with a group reflection on the experience, discussing how emotional literacy played a role in their understanding and responses.



Plan of Lesson 1

Main Activities:



Exercise 3: Community Brainstorm Board

Materials needed:

Sticky notes, pens, a large board or wall space.

Objective:

To understand the role of social awareness in identifying community needs and brainstorming ways to collaborate and make positive changes.

Instructions:

Place the board or wall space in a central location. Divide it into two sections: "Community Needs" and "Solutions". Give each participant a stack of sticky notes and a pen. Ask participants to think about pressing needs or challenges in their community. They should write one need per sticky note and place it in the "Community Needs" section.

Once everyone has posted their needs, discuss them briefly as a group. Next, participants will brainstorm potential solutions or ways to collaborate with local organizations to address these needs. They should write these on sticky notes and place them in the "Solutions" section, ideally pairing them with specific needs.

Discuss the proposed solutions as a group, focusing on how emotional literacy and social awareness can aid in their effective implementation. Encourage participants to take steps after the exercise to turn some of these solutions into actionable projects or collaborations.

Both exercises foster an environment of sharing, empathy, and proactive problem-solving, grounding the principles of social awareness and emotional literacy in real-life contexts without the need for worksheets.

Lesson 1

Get inspired



Video: Emotional literacy



Video: Reflective writing



Video: Identifying and Describing Emotions



<https://dbtselfhelp.com/dbt-skills-list/emotion-regulation/identifying-describing-emotions/>



Lesson 1

Consolidation of Knowledge:

Questions Leading to Reflection:

- What are some of the benefits of emotional literacy?
- What strategies can we use to effectively manage our emotions?
- How do we recognize and respond to the feelings of others compassionately?

Suggested Games/Activities:

1. Emotion Mirror Game

Objective: Enhance recognition of non-verbal emotional cues.

Instructions: In pairs, one person displays an emotion using facial expressions and body language. The other mimics it. Switch roles after a few turns.

2. Emotion Story Chain

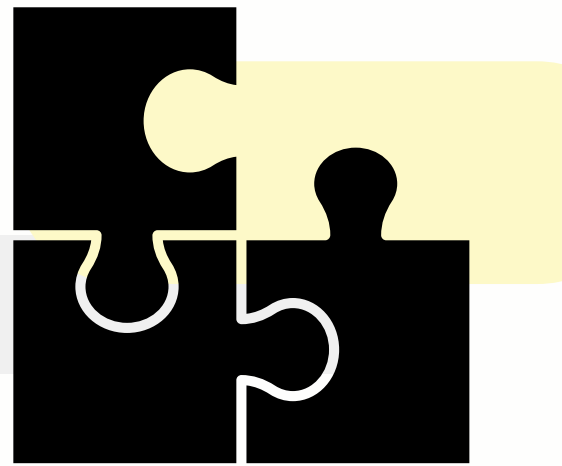
Objective: Develop emotional literacy through storytelling.

Instructions: Sit in a circle. One person starts a story emphasizing an emotion (e.g., "Jane felt extremely anxious"). The next adds to it, integrating another emotion. Continue until everyone contributes.

3. Emotion Pictionary

Objective: Visualize and recognize different emotions.

Instructions: Using a board and markers, one participant draws an emotion without using words or symbols. Others guess the emotion being depicted. Rotate the drawer after each round.



Lesson 2



Good Deeds and Strategic Thinking

Keywords for you:

Good deeds, kindness, thinking

Good deeds are often seen as essential to improving ourselves and our communities. While some may think of good deeds as grand gestures, small daily acts of kindness can be just as influential in improving our lives and those around us. This lesson will explore applying strategic thinking to identify and effectively implement good deeds in our lives.

We'll start by examining the foundations of strategic thinking, including essential components such as flexibility, creativity, analysis and decision-making. We'll discuss how these skills can help us identify opportunities for positive change in our personal or professional lives. Then, we'll discuss how to create effective plans for implementing good deeds into your life. The goal here is to learn how to craft strategies that maximize the potential impact of your good deed initiatives.

Next, we'll explore examples of good deeds from real-world situations so you can better understand what it means to be an active participant in creating positive change in society. Finally, you will have the opportunity to reflect on your experiences with this lesson so far and consider ways to continue using strategic thinking for good deeds in the future.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:

In this lesson, we will explore the concept of good deeds and their implications on our lives and society. We'll examine good deeds from various perspectives, including religion, culture, and everyday life.

We will discuss how these different perspectives can shape our understanding of a good deed and how it can lead to meaningful change. After that, we'll delve deeper into empathy, its importance in developing social awareness, and how it can help us become more compassionate.

We'll practice observational skills so that you can recognize even the most subtle changes within yourself or others. Our goal for this lesson is to equip you with the tools and understanding necessary to impact your community through meaningful acts of kindness.



Plan of Lesson 2

Introduction/ Warm Up to the Activities:



Name of exercise 1: Impact Reflection Journal

Materials needed: Journal or notebook, pen or pencil.

Objective: To promote individual reflection on personal actions and their influence on different scales: self, family & friends, community, and globally.

Instructions:

- Direct each student to divide their journal into four sections: "Me", "Family & Friends", "Community", and "Global".
- Instruct them to write daily or weekly entries reflecting on their actions or intentions that affect these spheres. For instance, under "Me", a student might note dedicating an hour to self-improvement.
- Every month, encourage students to read through their journal, noting patterns or areas for growth.
- Optionally, create a safe space for students to share their reflections, ensuring participation is voluntary to cater to those who prefer keeping their thoughts private.

Tips:

This activity aims to foster introspection and personal growth, so there's no right or wrong answer.

For those comfortable, sharing can provide additional perspectives and insights.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



Name of exercise 2: Multimedia Good Deeds Project

Materials needed: Computers or tablets, internet access.

Objective: To understand the principles of strategic thinking and apply them creatively to good deeds, using various multimedia resources.

Instructions:

Start by introducing the principles of strategic thinking. Instead of group discussion, direct students to online resources: videos, articles, and infographics that they can explore at their own pace.

Ask students individually to pick a method of presentation (e.g., a short video, a blog post, or an infographic) to propose a good deed idea. The proposal should strategically analyze how the good deed would be executed, including potential obstacles and solutions.

Allow time for students to work on their projects. They can choose whether to collaborate or work independently.

Once complete, host a "Good Deeds Fair" where students can display and discuss their projects. This caters to both those who thrive in group settings and those who prefer independent exploration.

Tips:

Encourage students to think outside the box, not just in their good deed idea but also in how they present it.

Differentiated assessment could be beneficial: allow students to self-assess, peer review, or have a one-on-one discussion with the teacher. This offers varied feedback mechanisms suiting different learning styles.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



Name of exercise 3: Empathy Expansion

Materials needed:

Pen and paper, whiteboard or another writing surface.

This exercise encourages participants to get out of their comfort zone and gain perspective on the perspectives of others through intentional conversations, reflections, and cultural exchanges. With a focus on social awareness, this exercise aims to increase understanding of societal issues, foster compassion, and promote the concept of good deeds. Objective: To teach students the principles of strategic thinking so they can identify opportunities for good deeds in their lives.

Instructions:

Step 1: Begin by having each student write a list of potential good deeds (e.g., making meals for someone in need or donating to a charity). Encourage them to think outside the box and consider what kind of positive change they could make in their lives or in the lives of others.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



Step 2: Once everyone has created their list, have them share it with the class. Ask the students to highlight any ideas that would be particularly impactful and explain why. This will help students understand how to apply strategic thinking when considering which good deeds to pursue.

Step 3: Discuss how to develop a plan to implement these good deeds. Talk about prioritising tasks and setting achievable goals but also challenging enough to push oneself out of one's comfort zone. Explain different techniques that can be used, such as creating checklists, delegating tasks, breaking down large projects into smaller steps, etc.

Step 4: Encourage students to get creative and brainstorm ideas on executing their chosen good deed effectively and efficiently. Talk about ways, big or small, that they can use their skillset or access resources available within the community if needed.

Step 5: Finally, talk about different methods for tracking progress during the execution of the plans—for example, setting deadlines or keeping journals of successes and challenges encountered throughout the journey.

Lesson 2

Get inspired



Video:: [Importance of empathy](#)



Video: [Inspiring positive change](#)

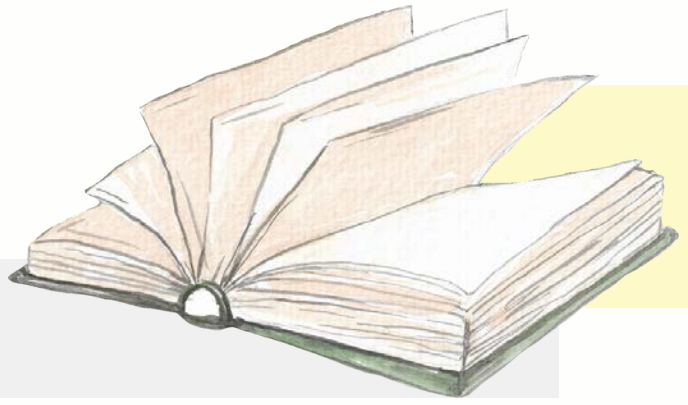


Video: [Ethic and empathy](#)

<https://empathyinthethecontextofphilosophy.com/2015/06/13/empathy-is-less-of-a-rumor-and-more-of-an-expanded-reality-in-the-community-today-empathy-resistance-narrative-recovery-the-book-is-live-ships-and-is-available/>

<https://www.nytimes.com/guides/year-of-living-better/how-to-be-more-empathetic>

Lesson 2



Consolidation of Knowledge:

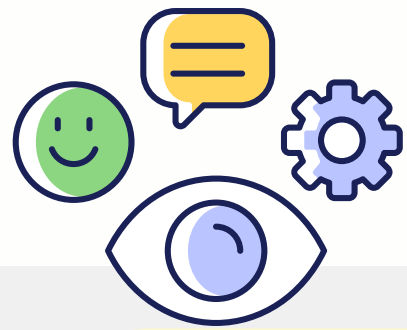
Reflective Summary: Strategic thinking and good deeds are essential to improving our lives and communities. By developing flexibility, creativity, analysis and decision-making skills, we can identify opportunities to make positive changes in our lives. We can then create effective plans to turn those ideas into reality.

To help students consolidate their knowledge on this topic, they can answer reflective questions such as:

“What have you learned by exploring how strategic thinking helps us make positive changes?” or “How could you apply the concepts of strategic thinking to your personal or professional life?”

Engaging activities that require students to think critically about their own ideas and values can be used to further consolidate the topic material. For **example**, asking them to devise a plan for implementing a good deed in their community or brainstorming solutions to a hypothetical problem using strategic thinking techniques are great ways to practice what they have learned in this lesson.

Lesson 3



Developing Observational Skills

Keywords for you:

Perception, Attention, Focus, Awareness

This lesson is designed to help students develop their observational skills and perception of their own behavior and those around them. Understanding one's environment and other people's dynamics starts with paying close attention to what is happening and having the ability to interpret the nuances of social interactions accurately. This involves several processes, such as concentration, focus, and knowledge gathering from multiple sources.

Observational skills require an increased level of awareness and attention to detail. This involves recognising body language, even subtle signals like eye contact or lack thereof, facial expressions and vocal tone. Identifying the cues that others may be expressing can give a better understanding of how someone is feeling in any given situation. Another essential part of developing observational skills is actively listening to what someone has said to get a complete picture or understanding of the conversation.

Ultimately, having increased observational skills can aid in making better decisions concerning one's behavior and understanding the wants and needs of those around us more deeply. In this lesson, we will explore techniques for developing these types of skills.

Plan of Lesson 3



Introduction/ Warm Up to the Activities:

We will begin by introducing the concept of social awareness and its importance in our lives. We will discuss how it can help us develop better relationships and more meaningful interactions with others. Following this discussion, we will focus on developing observational skills to better understand ourselves and those around us.

We will discuss how to identify and take note of subtle details that can lead to improved communication and empathy.

Finally, we will explore techniques to help us pay close attention to our environment and notice cues that could reveal important information about others.

Through this exercise, students can improve their ability to interpret social signals and become more socially aware. This introduction provides a solid foundation for the rest of the lesson plan and gives participants important information they need to help them build their understanding of social awareness.

For the energizer/ice-breaker, we will be playing a game called "Social Awareness Charades". In this game, everyone will be split into groups of three or four and given a card with an action or phrase related to social awareness. The players have to act out the action or phrase without using words. The other players in their group must guess what the player is trying to portray. This activity promotes teamwork and encourages creative ways of thinking as well as provides a fun way for participants to begin discussing social awareness!

Plan of Lesson 3

Main Activities:



Name of Exercise 1: Community Service Engagement

Materials needed: Recycled materials, crafting tools, notepads.

Objective: To understand the importance of community involvement and sustainability.

Instructions:

- Divide students into small groups and assign each a social cause (e.g., assisting economically disadvantaged groups, environmental protection).
- Ask each group to brainstorm and design a product using recycled materials that can be sold or donated to support their cause.
- Allow students to craft these products. Offer assistance to students with functional diversity or special learning needs.
- Organize a community event or "solidarity market" where these products can be showcased and sold/donated. Funds raised can be directed to relevant charities or community projects.
- Conclude with a reflection session: Discuss the impact of their actions on the community, the environment, and their personal growth.

Tips:

Prioritize student-led initiatives. Their interests and experiences can guide the direction of their projects.

Promote the event in school and the local community to maximize impact.

Plan of Lesson 3

Main Activities:



Name of Exercise 2: Real-life Social Cues Analysis

Materials needed: Various video clips featuring interpersonal interactions, projector, notepads.

Objective: Enhance observational skills by analyzing real-life situations and identifying social cues.

Instructions:

- Play a series of short video clips showing real-life interpersonal interactions. These clips should vary in context: from casual conversations to more formal settings.
- After each clip, ask students to jot down the social cues they observed.
- Divide students into groups, and let them discuss their observations.
- As a group, identify the most common cues noted and what they might signify in those specific contexts.
- Highlight any cues or scenarios that might differ based on cultural or regional differences.
- Conclude with a debrief, discussing the practical implications of understanding these cues in daily life.

Tips:

Incorporate video clips that include people from various ethnic, cultural, and socio-economic backgrounds to ensure a diverse perspective.

To cater to students with functional diversity or special learning needs, consider providing written transcripts or alternative materials for analysis

Plan of Lesson 3

Main Activities:



Name of Exercise 3: Recycling Relay Race

Materials needed: Recycled items (paper, plastic bottles, tin cans, etc.), three labeled bins for each group (paper, plastic, metal), timer, and stickers or small rewards.

Objective: To educate students about recycling in a fun and engaging manner, while emphasizing the importance of sustainability and community service.

Instructions:

- Divide students into teams of 4 or 5.
- Set up a starting line and place three labeled bins (for paper, plastic, and metal) a fair distance away from the line.
- Provide each team with an equal mix of recyclable items, which they must sort into the correct bins.
- When the race starts, the first member of each team rushes to the bins, correctly sorts one item, then rushes back and tags the next team member.
- The relay continues until all items are correctly sorted, or for a set time.
- The team that sorts the most items correctly in the shortest time wins!
- Conclude the activity with a short discussion on the importance of recycling for the community and the planet. Ask students how they felt during the game and what they've learned.
- Reward participants with stickers or small rewards as a token of appreciation for their engagement with environmental sustainability.

Lesson 3

Get inspired



Video: Reflective listening



Video: What Are Social Cues



Video: Increasing Analytical abilities

<https://www.topuniversities.com/blog/how-improve-your-analytical-skills>

Lesson 3



Consolidation of Knowledge:

The final lesson in this module is designed to help students consolidate their knowledge of social awareness by developing observational skills. After introducing theories and contexts related to the topic, it is important to provide students with opportunities to reflect on what they have learned.

To do this, teachers can pose reflective questions such as "How has understanding social awareness impacted your perspective?" or "What changes can you make in your behavior to be more socially aware?" Additionally, games and activities that encourage observation and discussion about how people interact with each other can further develop students' understanding of the subject.

For example, a class could play a game where they act out various situations and discuss how the interactions could have gone differently if participants were more socially aware.

At the end of the lesson, providing a summary or recap of what has been discussed throughout the module is essential. This could include discussing how developing social awareness skills can improve relationships, communication, conflict resolution, and other areas of life. Lastly, provide students with a challenge that encourages them to apply their knowledge in real-world scenarios. For instance, ask them to use their newfound skills to observe their peers and comment on areas where they have shown solid social wareness or suggest where they can improve.

Module Knowledge Assessment:

<https://docs.google.com/forms/d/e/1FAIpQLSdLUUrqbY6qr3aEhhg09MdsBc2mzEAB1sD6K7TxKHL8zodVRA/viewform>

Module 3: SOCIAL-AWARENESS

Module Summary

This module provides an in-depth look into social awareness. It is divided into three lessons that focus on introducing the concept of social awareness and its importance, providing exercises to practice and reinforce understanding, and developing observational skills by teaching techniques to aid in paying attention to our behaviors and those of others.

Through this module, we aim to equip learners with valuable skills to help them develop their social awareness and positively contribute to their communities.

About the authors



Dr. Muamer Tinjak, Bosnia and Herzegovina

- Doctor of educational sciences,
- Expert in educational management.
- Trainer and facilitator,
- Mentor for writing projects,
- Evaluator.

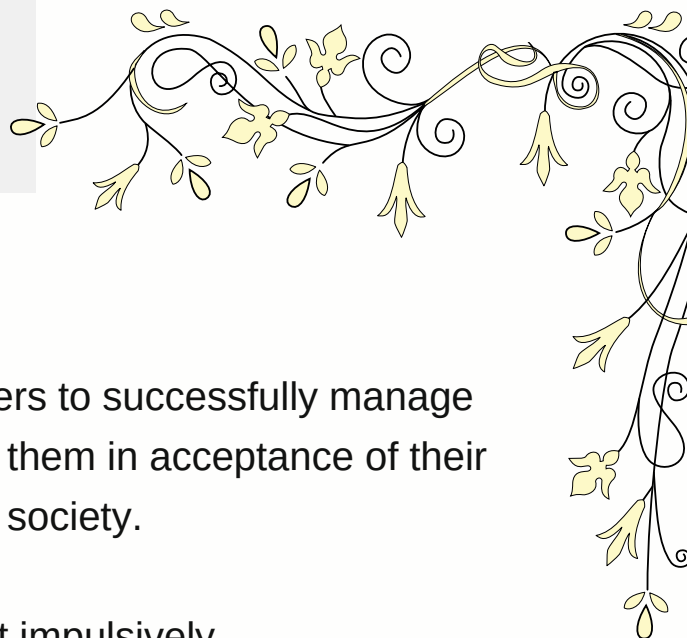
Module 4

EMOTIONAL SELF-CONTROL AND POSITIVE OUTLOOK



We believe that common exploration of the next units will allow your students to discover new things that will help them to function better with themselves and with others. It will also support their internal power to make the plans and dreams come true. After all, "The journey of a thousand miles begins with a single step."

Invitation to the module



Dear teachers,

The aim of this module is to support youngsters to successfully manage behaviour and emotions, which will also help them in acceptance of their feelings and provoke to live/act authentic in society.

- What will they learn exactly about?
- How to recognize feelings before they act impulsively.
- How to implement healthy ways to cope with stress.
- How to organise yourself to successfully plan and complete tasks at home/school/work.
- How to stimulate the brain for more effective work.
- How self esteem and self-confidence influence motivation, success, and mental health.
- How creative and flexible thinking support their ability to shift perspective or attention in response to a switch in rules, or to new or unexpected situations.
- How optimism can help you to build strong mental attitude and also support coping skills, better physical health and higher persistence when pursuing goals.

This module is based on three lessons:

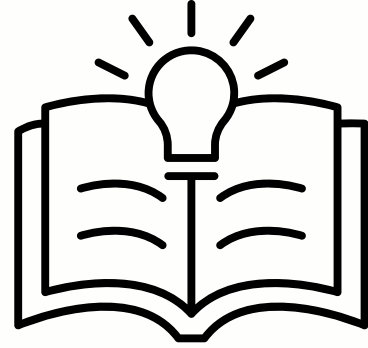
1. **Take a breath** - which includes impulse control and stress management.
2. **Me, myself and I** - which contains executive skills and self-confidence tips.
3. **Good for you** - which covers optimism, self esteem, self-confidence and flexible thinking.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



After completing this module, students should be able to look more closely at themselves and reflectively discuss their actions aimed at:

- **Take a breath** - which includes impulse control and stress management
- **Me, myself and I** - which contains executive skills and self-confidence tips.
- **Good for you** - which covers optimism, self esteem, self-confidence and flexible thinking.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1



Stress management and self-control

Keywords for you:

Emotional intelligence, impulse control, stress management

Thanks to the fact that nature has equipped us with emotions, we can feel pleasant and unpleasant states. We can determine that something pleases us or exceeds our limits. If we feel pleasant emotions, it's much more likely that what happens around us is in line with our expectations and goals. Intense external stimuli can cause our body not to function properly and make us feel unwell. In that case, most likely, someone or something has crossed our boundaries.

What can we do to avoid an outburst of unpleasant emotions in such a situation? How do I put myself in a state of balance and control the situation to make it safe for us and people around us?

Self-control is a skill that enables you to have more control over your emotional reactions. It helps regulate one's states and contributes to avoiding undesirable ones, such as outbursts of aggression. Studies show that people with high self-control find it easier to plan and achieve goals and maintain physical and mental health.

There are three types of self-control:

- 1) Impulse control refers to the ability to manage urges and impulses. People who struggle with impulse control may act first without thinking about the consequences of their actions.
- 2) Emotional control refers to the ability to regulate emotional responses. Someone who struggles with emotional control may find it hard to manage strong emotions. They may overreact, experience prolonged bad moods, and get overwhelmed by the intensity of their feelings.

Lesson 1

Stress management and self-control



3) Movement control refers to the ability to control how and when the body moves. A person who has difficulty with movement control may experience restlessness and find it difficult to remain still.

A self-controlled person exhibits a great deal of willpower and personal control. They don't act impulsively and can regulate their emotions and actions effectively.

Source: <https://www.verywellmind.com/psychology-of-self-control-4177125>

Stress management involves improving one's competence in responding to stressful situations, recognizing unpleasant stimuli and improving the conscious organization of ways out of stressful situations.

Living with high levels of stress puts your entire well-being at risk. Stress wreaks havoc on your emotional equilibrium, as well as your physical health. It narrows your ability to think clearly, function effectively, and enjoy life. It may seem like there's nothing you can do about stress. But you have a lot more control than you might think. Effective stress management helps you break the hold stress has on your life, so you can be happier, healthier, and more productive.

Plan of Lesson 1

Introduction/ Warm Up to the Activities:



Before you start working on the main topic of a student's emotions and reactions to them, it's a good idea to start the lesson with a short exercise that will allow students to feel more relaxed and open. Our proposal is to do "who is the same as me.." activity but you can also use any other ice-breakers which you think are good for your class.

"Who is the same as me..." is a unique activity because students are finding people they have similarities with! This can be great lesson starters and make students feel connected and safe immediately. **First** you need to invite the group to sit on the chairs in a circle. One person should stand in the middle saying: who is the same as me... for example: who the same as me has short hair or wears glasses, is interested in speedway, watches some series, plays the guitar, loves to eat chocolate ice-cream... etc. Person in the middle of the circle says one sentence and all people from the circle who identify with this sentence are standing up and changing the place. The last person will have no more chair, so he stays in the middle and says something about himself like: Who the same as me... The game may last from a few to several minutes, depending on the interest of the students.

Tip: Be sure to make your students aware of the meaning of what they want to say. An important rule is mutual respect and building a friendly atmosphere. It is unacceptable, for example, the sentence who, the same as me, doesn't like one of the students. If we don't take care of a good introduction to the game, something unforeseen may happen, that will spoil the positive spirit of the group.

Plan of Lesson 1

Main Activities: Let's talk about emotions



After warming-up start with some reflective questions which will stimulate youngsters to work on understanding their own states. Make some brainstorming on following questions:

- How are you feeling now?
- What emotions do you like to feel and what are difficult?
- In what situations do you feel emotions bubbling up inside of you?
- Are you patient with yourself? Are you able to wait your turn?
- Is someone/something able to stop you, in a high tension situation?
What can it be?

Let students share their answers and discuss it with all the group as the first exercise during the lesson.

Tips:

- 1) Make a summary which will underline that we all (kids, youngsters and adults) deal with emotions. It is not always easy to control them no matter what age we are. This is why learning self-control and stress management is so important.
- 2) Don't push people to talk. If students are reluctant to speak up, skip ahead, but encourage them to reflect and point out that not everything they are working on needs to be said in public. Nevertheless, try to motivate students to speak up later, ensuring that no one will be judged, and sharing their insights is highly appreciated.

Plan of Lesson 1

Main Activities: Let's talk about emotions



Work on impulse control - The Marshmallow Experiment

Impulse control is the ability to become more proficient at anticipating consequences, planning actions, deferring gratification and consequently setting goals. Self-awareness leads to a better understanding of what is going on inside us.

Show students the experiment and invite them to discuss it. Ask youth about what might have happened in the lives of the participants of the task and ask the question how long are they able to be patient?

The Marshmallow Test | Igniter Media | Church Video

Watch the experiment with students and then ask the questions:

- What emotions could the children feel?
- What was motivator to be patient?
- How do you think you would behave in this situation?

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=QX_oy9614HQ&t=106s&ab_channel=IgniterMedia)

[v=QX_oy9614HQ&t=106s&ab_channel=IgniterMedia](https://www.youtube.com/watch?v=QX_oy9614HQ&t=106s&ab_channel=IgniterMedia)

Ask students which statement describes them and if they would like to change it.

Student consider him/herself to be:

- (a) impatient,
- (b) somewhat impatient,
- (c) patient,
- (d) somewhat patient,
- (e) very patient.

Make a summary of this exercise asking students how this is influencing their daily/school life and if they would like to work on it.

Plan of Lesson 1

Main Activities: Let's talk about emotions



When do I feel stressed?

Next step toward better understanding ourselves is to look at situations that throw us off balance. Ask students to describe on a worksheet the situations and states in which they feel the most stressed.

In the beginning ask students to work in pairs (5-8 minutes) to share and discuss what makes them stressed and mad. Ask them to describe which feelings they had in those situations and maybe what was helpful to make them calm down.

After work in pairs, make a summary in a plenary. Admit that it's totally normal that we all experience stress because it is biological. It is a natural reaction to a change or situation beyond our capabilities. Try to motivate students to share their feelings, reflections and solutions for this difficult issue.

Tip:

Remember that students should finish a lesson with confidence that there is nothing wrong when sometimes we feel stressed and helpless. It means we stand in front of a challenge, which pushes us on the way of development. It's worth thinking about it and trying to build your own methods of emotion control. Emotions are necessary in our lives and there is no sense to deny them. Just learning how to react to them makes sense :)

Students can continue to talk about different situations and play board games such as Scrabble, for example.

Lesson 1

Get inspired



Read more: [Stress Management - HelpGuide.org](https://www.helpguide.org/stress-management)
Video I - Here you will find an interesting lecture, on rapid gratification.



Video - II Learn more about self-regulation with mindfulness.



Lesson 1

Consolidation of Knowledge:



As a conclusion to the lesson, ask students what they learned and how they feel after all that has been said. Be patient when no one answers. Sometimes students need a moment to speak up. Appreciate that they want to share their opinions, impressions and reflections.

If you have still some time you can also propose exercises that bring the emotions under control and calm the breath. It's a visualization.

Read the text to students, but first ask them to get comfortable, close their eyes, and try to imagine what the visualization is saying.

Sit in a comfortable place, make sure the floor is comfortable and the environment is warm. Turn off the sounds on your phone and cover your eyes with a blindfold. Close your eyes and try to imagine, for example, a waterfall. Work slowly, glance at what it looks like from the very top all the way to the bottom, look at how wide it is, maybe you can see if it is deep. Feel its smell and the temperature of the water. Try to make sure you describe every detail as accurately as possible. Try to imagine the sounds occurring around it and the gentle drizzle falling on your cheeks. Imagine a bird flying over the bluff, most likely looking to find food. The vegetation around the waterfall is very lush. We see spreading trees, strong green leaves and flowers that smell delicately.

This story could go on for a very, very long time. When it is finished, students can shake off their hands and stretch their bodies.

Ask students how they feel now? Propose them to develop their visualization every time they feel they need a moment of rest.

Lesson 2

Me, myself and I



Keywords for you:

Executive skills, self confidence

Executive functioning skills are the critical foundation that allows to be successful in the classroom and beyond. They are the skills that help us to plan, stay organised, pay attention to important information, use strategies to get us back on track when we veer off course, be flexible when things don't go our way, and persevere through challenges.

Executive functioning skills can be taught, practiced, and strengthened over time.

Self-confidence is a kind of way of thinking about yourself, which a person shows through his actions and what he says about himself. In other words, self-confidence is a state in which we feel good about ourselves, accept ourselves and believe in our abilities.

Learning from mistakes

What do we feel when we make a mistake? Fear, shame, confusion, anger? Have you ever thought that every mistake is a lesson and an opportunity for development, and that your approach to mistakes can be supportive or destructive for you and your students?

It is also important to understand that we all can develop our skills through persistent work and effort. In order to achieve the goal, there will probably be various lapses and mistakes. It's good to see them as reasons to grow rather than quit. Remember how you treated mistakes when you were learning something you really cared about .. nautilly, right?

Take a look at the picture and analyze two different approaches. You can use this knowledge with your students.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



Before you start working on analysis of students' skills and abilities, it's a good idea to start the lesson with a short exercise that will allow students to open up in a more natural way. Let them talk about more comfortable or fun topics first.

"Speed dating" activity allows students to talk to a maximum number of classmates in a short time. To begin, have your class form two concentric circles facing each other. Ask an icebreaker question and tell them they have a minute to discuss it. After one minute, the outer circle rotates counter-clockwise in one position – and the activity is repeated with another student and another question. Continue until students have returned to their original partners.

Tips:

1) Take a bell to give a sign that one minute is over.
2) Prepare topics/questions for each round. You can use propositions below:

- Do you prefer the mountains or the sea?
- Do you prefer getting up early in the morning or going to bed late?
- Do you prefer reading books or watching TV?
- Do you prefer to play sports or lie on the couch?
- Do you prefer nature or big cities?
- Do you prefer to eat meat or vegetables?
- Do you prefer taking a shower or a bath?
- Do you prefer cinema or theater?
- Do you prefer spontaneous ideas or structured plans?
- Do you prefer summer or winter?

3) Youth chatting with themselves will make some noise. It is not possible to make this task successful in silence. If it's possible, make it an outdoor activity.

Plan of Lesson 2

Main Activities:

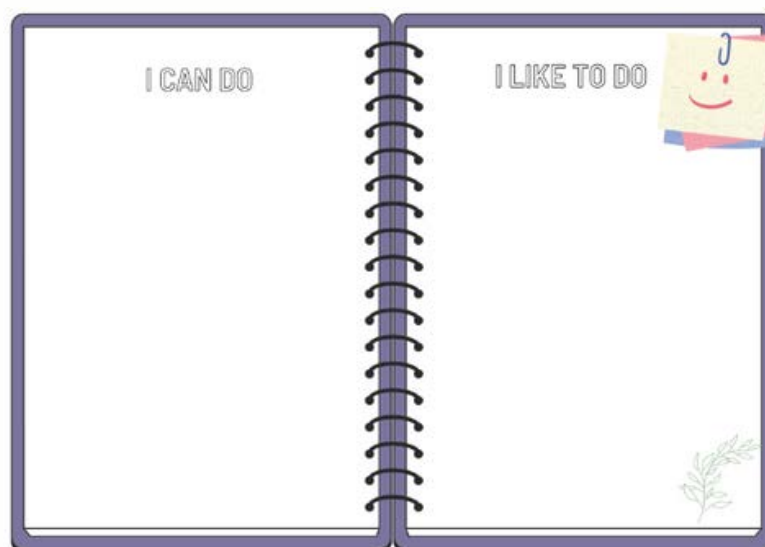


My skills

We need executive skills to function on a daily basis. Present this picture to students and analysis together. In the beginning think together about examples of practical action to each icon and see how many activities you are working on and can increase.

Next, ask students to write their individual examples. Advise them to be mindful and kind to yourself. Point out that everyday success can be completing a math task or mastering your breathing in a stressful situation. You can also add that to be able to use and develop self-confidence, it is useful to know what we can and like to do. Propose students to do this task as they can see on the following table.

After completing the task, ask students to complete their tables in pairs or threes. Then discuss your reflections in the group forum. Ask students what was easy for them and what was difficult.



Plan of Lesson 2

Main Activities:



Your life is in your hands

Goal of the lesson is seeing value and worth by students despite what others think about them. It is important to their overall well being. It can affect how they think, feel and act towards themselves and also impact how they let others treat them.

Create space to analyze how self-esteem influences their approach to life: are they passive recipients or are they trying to actively create their life path as much as possible.

Present the following video but before that ask students to answer the following questions in their mind:

- Are you often delaying or avoiding things you have to do?
- Do you actively take steps to reach your dreams?
- Are you very harsh on yourself?
- Are you often overworking yourself until the task is done to perfection?
- Are you feeling awkward when someone praises you?

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=dhuabY4DmEo&ab_channel=FightMediocrity)

[v=dhuabY4DmEo&ab_channel=FightMediocrity](https://www.youtube.com/watch?v=dhuabY4DmEo&ab_channel=FightMediocrity)

Discuss the movie with students. Suggest to think if they can work on some suggested areas to become more successful and happy. Collect all reflections from the group and follow the next exercise.

Tip - as an enrichment for this lesson, you can use the theoretical material about learning from mistakes and discuss it with your students (growth mindset/fixed mindset).

Plan of Lesson 2

Main Activities:



The power of thinking

Talk with students about what emotions the following sentences evoke and how it affects them. Ask if they see the difference?

I'm so fat. I can do it!

I hate myself. I like myself.

What's wrong with me? It will be better next time.

I'm so stupid! I will practice and it will be easier for me.

Students should know that thoughts determine their actions. One of the secrets to dealing with challenges and the emotions that come with them is being able to create thoughts that support them. The inner critic is the biggest hurdle, but the inner voice doesn't have to be destructive. What can they do?

1. Use affirmations. Positive affirmations are short, positive statements that they can repeat regularly to themselves or leave notecards around where they will regularly see them. They should be positive, in the present tense, and state something that they want. Suggest to try saying something such as: "I'm alive and well" or "today is going to be a great day!" It sounds too simple, right? Point out that students will be surprised at how effective this practice can be in creating positive energy.

Tip - Ask students about some examples of affirmations. Let them share it with the group and inspire others.

2. Remind them to focus on the good things, no matter how small they are. Teach students to attach thought triggers to items you use every day to remind yourself of things that make you happy. Little triggers can build up over the course of a day and make a difference.

Lesson 2

Get inspired



Video: Birth of Modern Sustainability



Video: Theories and Principles of Sustainability



Video: Origin Story of Millennium Development Goals



Lesson 2

Consolidation of Knowledge:



Proposal No. 1. You can do more you can think

Ask students if they know about that:

- air pollution is one of the world's biggest killers?
- by the year 2040 there will not be enough water in the world to
- quench the thirst of the world population and keep the current energy solutions going if we continue doing what we are doing today?
- microplastic pollution has been discovered in snow close to the peak of Mount Everest, the world's highest mountain?
- climate change poses a fundamental threat to the places, species and people's livelihoods?

Explain to students there are many dangers connected with environmental pollution but each of us can reduce the harmful effects through our actions. Ask students to think and also search the internet for what proenvironmental steps they can take today and choose 2-3 things to start doing now. Let students find the ideas for solutions, after a few minutes discuss it as a summary of this chapter.

Try to motivate them to follow some proenvironmental steps. Let them understand that every small step matters. Each of us is important, and the sum of the actions of individual people can have a huge effect.

Lesson 2

Consolidation of Knowledge:



Proposal No. 2.

After completing the exercises from this lesson, you can also make a summary in a more typical way. You can ask following questions and speak about it with students:

- Some of your actions and habits are an obstacle to success in relationships or at school / work. Have you discovered them and have an idea how to work on them?
- Each mistake is an opportunity for development. Remind yourself of your recent mistake, and list what you have learned in doing so.
- Your thoughts influence your emotions and actions. Have you started working on your inner voice?
- The planet needs your actions and your routine can have a good effect on the environment. Do you know how you can do it?

Use the suggestion that best suits your group of students. Be flexible and creative. Remember that the manual is intended to be a source of help and inspiration for you. Follow your own ideas and solutions that come from your experience and intuition. Good luck!

Lesson 3

Good for You!

Keywords for you:
Cognitive flexibility, optimism

Cognitive flexibility is the ability to jump from one topic to another easily and quickly. A person with high cognitive flexibility is likely to be able to learn more effectively, find creative solutions and create new things. Research shows that we can develop cognitive flexibility by taking part in exercises that improve the ability to empathize, imagine and think creatively. High levels of cognitive flexibility can support learning processes, adapting to new situations, getting out of patterns and taking the perspective of others.

Optimism is a kind of way of looking at the world. A person who views his life in an optimistic way determines his behavior and directs it toward the achievement of intended goals, which are the building blocks of a sense of satisfaction. He motivates his actions with conviction and hope for success. Optimism can be counted among a person's internal resources, which contributes to an easier way of finding oneself in problematic situations, a growth mindset and seeing small successes.



Plan of Lesson 3

Introduction/ Warm Up to the Activities:



Picking the right team building questions to ask your students is one of the best ways to make every member of your class feel involved. Use some of the proposed on the list of funny and entertaining icebreakers so they can have some fun and start the imagination process.

- What if you could live anywhere on the planet?
- What if you could be President for 1 week, what would you change?
- Would you rather be without hair or nails?
- What if money was never an issue?
- What if you woke up as your favorite celebrity
- What if aliens exist?
- What if you only had 1 day left to live?
- Would you rather compete in the Olympics or direct a movie that was nominated for an Oscar?

After this small warming students should have better energy and open minds to follow next steps.

Tip - Do not criticize students' answers. Let them be creative. Just be mindful of mutual respect. That's the only rule.



Plan of Lesson 3

Main Activities:



Positive vibrations - Propose students to take part in a small street/school experience. Based on the information that good energy returns try to come up with students with 20 positive, short sentences. Write them on prepared cards and try handing them out to strangers/students you meet in the city/school. Example. It's nice to see you. You are important.

After completing the task, ask students to evaluate on a scale of 1-10:

1. How well do you feel now?
2. To what extent do you feel stressed?
3. How much did you have to step out of your comfort zone?
4. Are you on the side to try this experiment once again?

Different doesn't mean worse

Discuss with students what they choose to do every day and how they perform certain daily activities. Ask when they feel like a challenge and propose to them to try to do different activities in an unusual way or try something completely new. It can be small things, for example if they normally stir a tea with right hand, ask them to try doing it with their left.

Reflect with students what does routine give them, and what does it hinder them from doing? Suggest that students try new things or do common things in a new way.

Tip - come back to this topic at the next meeting. Ask what they did new or what new way they discovered common activities. Ask students to share their stories, feelings and reflections about this.

Plan of Lesson 3

Main Activities:



Dream
Big

Dream board

Ask students to think about how they imagine themselves in 5, 10 or 20 years. Their task is to prepare a collage/ poster where they post pictures (of people/places/objects), their own drawings, words, symbols etc.

Remember! The collage can include anything students can think of. It's a creative way of presenting myself in the future. Plans, dreams, imaginations..

Apart from the poster, students are obliged to write down on a separate sheet of paper your ideas on how, in small steps, you can get closer to your dream goals. This way they will be able to determine whether the goals they have come up with are realistic.

Students create a gallery in the classroom after making posters. The teacher suggests that everyone present their poster. If the group is large, it is worth dividing it into smaller teams in which students tell each other about their posters.

Lesson 3

Get inspired



Video: Learned optimism by Martin Seligman



Video: The power of dreams and memories



Lesson 3

Consolidation of Knowledge:

After completing the tasks during this lesson, ask students to evaluate:

- How do you feel now? What you learned about yourself?
- How did you feel about making any changes in your daily life?
- What does routine give us, and what does it hinder us from doing?
- What are your dreams and do you know the way to them?



Module Knowledge Assessment:

<https://docs.google.com/forms/d/1AiPAC3Al5nDRgVd0UsaYnQPCMFsadV-cYeBOo6vsnN4/edit>

Module 4: EMOTIONAL SELF-CONTROL AND POSITIVE OUTLOOK

Module Summary

After completing this module, we hope that some things have changed in the daily life of the teacher/students. We can check this by reflecting/answering the questions below. We encourage you to repeat these questions with a group of students and write down the answers on the board or on large cards. This way of working will allow you to notice changes that may occur.

- How do you manage your emotions with reading them?
- What methods do you use to control your emotions?
- How many self-regulation techniques have you tried in practice?
- Have you found your own way to deal with stress?
- Have you gained more confidence and understanding regarding your mistakes?
- Do you remember that thoughts can trigger emotions?
- Do you practice positive self-talk on a daily basis?
- Can you effectively handle your inner critic?

About the authors

Marta Grzeško-Nyczka, Józefina Matyla, Poland



We are academic teachers and we prepare students for pedagogical work in schools and other educational, aid and therapeutic institutions. In our work, we pay particular attention to building a positive atmosphere, cooperation in a group, creative and effective work on the development of knowledge, skills and awareness of one's own abilities/potential.

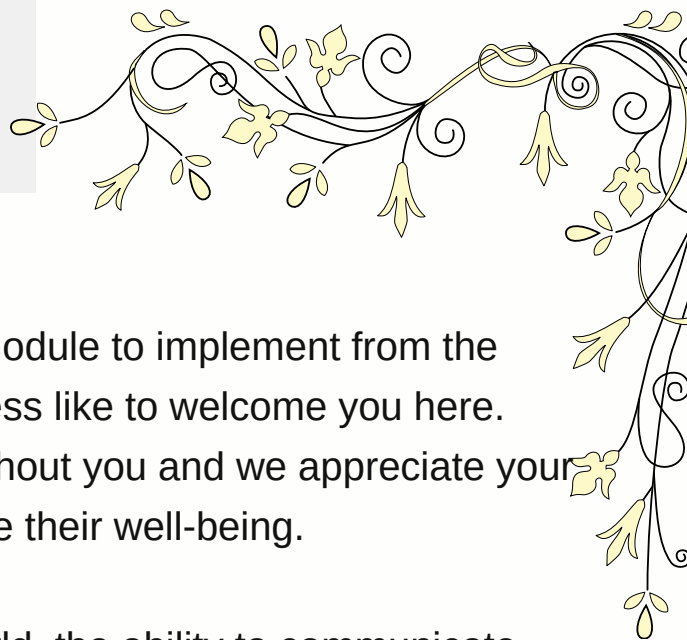
Module 5

COMMUNICATION



Your role as a teacher in facilitating these discussions and activities is invaluable. Your expertise and the safe learning environment you create will be key in helping your students open up, share their thoughts and experiences, and most importantly, apply these communication skills in various facets of their lives.

Invitation to the module



Dear teacher, this is probably not your first module to implement from the Happiness Program but we would nevertheless like to welcome you here. This program would not be possible at all without you and we appreciate your commitment to helping your students improve their well-being.

In today's fast-paced and interconnected world, the ability to communicate effectively is more crucial than ever. Not only does it facilitate a smoother flow of information, but effective communication also enables us to form meaningful connections with others—be it in our family, social, or work environments. The core aim of this module is to equip students with the essential tools that make for impactful and meaningful communication. We will explore the different aspects of communication, including verbal and nonverbal communication, active listening, empathy, and non-violent communication.

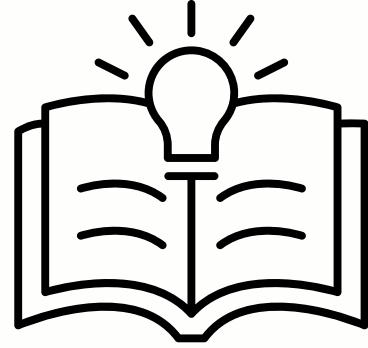
However, We understand that each classroom is a unique ecosystem with its own challenges and advantages. To help you out, we have designed the materials to be flexible and adaptable. The exercises and activities can be modified to suit the specific age, needs and dynamics of your students. Each section of the module includes additional information, providing opportunities for those who wish to delve deeper into the subject matter.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



By the end of the module, students should be able to:

- Define and explain the main elements of communication;
- Understand and identify different forms of nonverbal communication and how they impact interpersonal communication.
- Practise active listening skills to improve their ability to connect with others and understand their perspectives.
- Understand the concept of non-violent communication and its potential to resolve conflicts peacefully and constructively

These learning goals will be achieved through a combination of readings, discussions, exercises, and practical applications in abstract and in real-life scenarios.

We hope that students will not only gain a deeper understanding of communication but also develop practical skills to enhance their communication and interpersonal relationships, leading to increased well-being and happiness.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1



A Tale of Two Glasses

Keywords for you:

verbal, nonverbal, sender, receiver

The lesson begins by acknowledging the awe-inspiring imagery captured by the James Webb Space Telescope. It emphasises the importance of recognizing the beauty of our own planet and the need to protect it from the devastating effects of pollution and climate change.

To transition into the topic of communication, the lesson uses a storytelling approach by introducing a tale about a king on a planet and his magical mirrors.

This story will continue throughout the whole module and will be completed in the Conclusion of Unit 5. It will serve as a way to engage students further by avoiding the classical layout of educational material they usually face.

The purpose of this unit is to serve as an introductory lesson in communication stimulating the active and willing participation of students in the activities chosen for the module.

The suggested activities could be expanded and the unit bears the addition of more exercises should you as a teacher deem it necessary.

Plan of Lesson 1

introduction

Introduction/ Warm Up to the Activities:

- Begin the lesson by discussing the excitement around space exploration and the beauty of our planet Earth. Lead it to the point where you ask if these beautiful planets are habitable. Then ask if they are habitable for humans. Ask if students are aware of any ways to survive without our planet. When they say “No” ask them if they have heard warnings about the climate changes and ecological disasters. When they say “Yes” ask why they think these warnings are not heeded.
- Invite students to start reading the next part of the unit and to let you know when they reach the activity part with the Mirrors
- Divide students into pairs and explain that they will be exploring the power of mirrors and how they reflect and communicate information. Have each pair choose a leader and a follower (the mirror). Ask the leader to think of three states of mind and without talking, show them to their mirror. The mirror has to imitate the leader as closely as possible. The leader needs to see their expressions in the other person and see if they were understood correctly. After the leader is done, switch roles so that the follower becomes the leader and vice versa. Once the mirror game is finished, bring the class back together and give them five minutes to discuss what happened and how they felt when they saw themselves being reflected. Was it weird? Was it nice to be understood? Did their partner get it right each time?

Plan of Lesson 1



Main Activities:

- After the discussion, introduce the concept of communication and its importance in building relationships and understanding. Explain that communication is what happened when they played mirrors - they both expressed or received information with another person even without words. Make sure to pay attention to introducing the terms “sender”, “receiver”, “verbal”, “non-verbal”.
- For the next activity, invite students to pair up with a different partner and preferably - with someone they do not know that well. Instruct them to find a comfortable place to sit and have a quick 2-minute interview, where they aim to learn as much as possible about the other person. Encourage them to be creative and choose their own approach to the interview - they can ask questions that require quick answers, ask fewer questions but with long answers, observe, provoke or predispose their partner. They should take turns being the interviewer and interviewee. Once the interviews are completed, allocate 10 minutes for the students to discuss their experiences in class. Ask them how it felt to be asked questions about themselves and to be listened to. Encourage them to share their thoughts and feelings about the experience. Please remind your students that this activity is meant to help them improve their communication skills, especially as a sender and a receiver. Encourage them to give their full attention to their partner and practise active listening during the interview.

Lesson 1

Get inspired



NASA's Climate Kids website: This website provides interactive resources and games to teach children and older students about climate change, sustainability, and the importance of taking care of our planet. It can be a great resource to introduce the topic of ecology to your students.



Storytelling approach: Using storytelling as an approach in teaching can help students understand concepts more effectively by placing them in a familiar and engaging context. It can also help build empathy and develop their communication skills. Here are some resources on the benefits of storytelling in education



Pair share activities: Pair share activities are a great way to encourage students to interact and communicate with each other effectively. Here are some resources that can help you design pair share activities for your classroom.



Reflective exercises: Reflective exercises are a great way to help students process their learning and develop their critical thinking skills. Here are some resources that can help you design reflective exercises for your classroom:

Lesson 1



Consolidation of Knowledge:

Invite students to reflect on the importance of trust and faith in others to build strong relationships and communities. Encourage them to think about how they can apply this concept in their own lives. Finish the lesson by asking students what they learned about communication and the power of mirrors. Encourage them to share their thoughts and ideas with the class.

There are no specific materials needed for this activity, as it is primarily focused on reflection and discussion. However, you may want to have a whiteboard or chart paper available to jot down student responses and ideas. You may also want to provide some prompts or guiding questions to help students reflect on the importance of trust and faith in building relationships and communities, such as:

- How does trust impact our ability to communicate effectively with others?
- Can you think of a time when someone's trust in you helped strengthen your relationship with them? How did that feel?
- How can we build trust and faith in others, even when we don't know them well?
- In what ways can we apply the concept of trust and faith in our own lives to build stronger relationships and communities?
- What did you learn about communication and the power of mirrors from this lesson? How can you apply these concepts in your own life?

Encourage students to share their thoughts and ideas with the class, and facilitate a discussion that allows for multiple perspectives and ideas to be shared.

Lesson 2



Talk Away

Keywords for you:

Intent, honesty, kindness, bias

The Four Sides Model of Communication, also known as the Four Sides Communication Model or the Four Sides of a Message, is a communication theory developed by Friedemann Schulz von Thun, a German psychologist, in the 1980s. The model suggests that any message has four aspects or dimensions that are always present in communication.

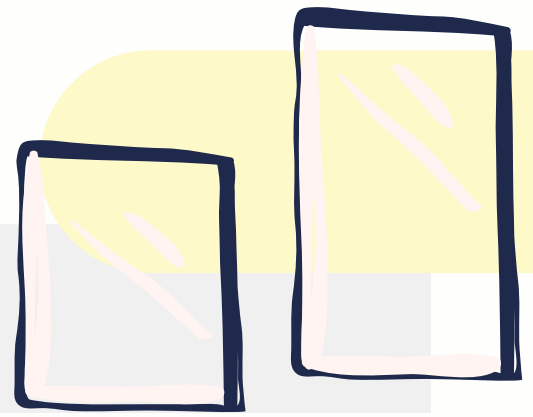
These are:

- The factual information: The objective or literal meaning of the message.
- The self-revealing aspect: The personal or emotional message of the speaker.
- The relationship aspect: The message that defines the relationship between the speaker and the listener.
- The appeal aspect: The message that makes a request or demand of the listener.

According to this theory, miscommunication often arises when the different aspects of a message are not clearly expressed, or when the listener interprets them differently from what the speaker intended. By identifying and addressing each of the four sides of a message, communicators can improve their chances of being understood accurately and establishing effective communication.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



1. Recap the previous lesson where the Tale of Two Mirrors was used to illustrate a point.

Idea for additional activity - you can print pictures of about half the number of the class/group. Then ask students to split into pairs and give one picture to one of the people in the pair. Ask them not to show it to the other person but to describe it to them instead in a way that they can draw on a piece of paper with just a pen or a pencil. You can have a short reflection here or just ask the question - do you think that listening attentively and explaining carefully had something to do with your level of success? Or was it just some good drawing skills?

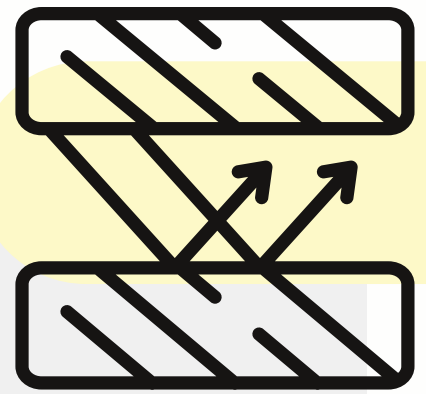
2. Reintroduce the topic of communication and the importance of word choice by sharing the conversation with the Mirror of Snow White's evil stepmother in the students' unit.

Ask students the following questions:

- Do you think there is a better way to tell the unpleasant truth? How?
- Have you been in a situation where you had to choose your words carefully or where someone has hurt you unintentionally?
- Why does the choice of words matter so much?

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



3. After you are done play the Idiom game: To play this game, have the students sit in a circle. Choose one student to start by saying an idiom such as "It's raining cats and dogs!" or "Don't beat around the bush!" and explain that these are called idioms. Then, the student to the right of the speaker should explain the meaning of the idiom with one word, phrase or sentence. The student to their right should then explain the meaning of the idiom in a different way. This should continue around the circle until someone cannot give a synonym or explanation without repeating what has been said before. When this happens, that person should say another idiom and start the synonym chain all over again.

4.Explain the Four Sides Model of Communication and share examples for each aspect. You can use this [Wikipedia article](#) and/or [this one](#) to prepare beforehand. Make sure to simplify it or offer additional information depending on the level of your group.

5.Prepare the scrambled sentences you have for this activity.

Pair students up and give them the pieces. Instruct them to arrange the sentences in the correct order and to indicate the intent of the sender and the receiver for each sentence. After they are done, have them read the finished dialogue again and discuss where things went wrong and how the sentences could be phrased to avoid miscommunication. Have each pair come up with one simple sentence and pick one communication aspect to phrase it. They should not tell their partner what aspect they chose and have their partner guess it.

Plan of Lesson 2



Main Activities:

Idea for Additional Activity: **Factual**

Materials Needed: Printed images or objects for the Factual station, Emotion cards for the Relationship station, Journals or paper for the Self-revelation station, Scenario cards for the Appeal station, Writing materials (pens/pencils), Stopwatch or timer.

Create four stations around the room, each labeled with one of the four sides: Factual, Relationship, Self-revelation, and Appeal. Prepare each station with the necessary materials for the planned activities. Divide the teens into four groups and rotate them through the stations. At each station, have a set of activities or challenges that exemplify that particular side of communication. For example, for the "Factual" station, participants could be asked to describe an image as accurately as possible. After all groups have rotated through all the stations, discuss what they learned at each station and how it applies to the Four Sides Model.

Station 1: Factual

Objective: To practice conveying factual information accurately.

Activity: Each participant picks an image or object at the station and describes it as accurately as possible to their group.

Challenge: Add a twist by timing them. They have only two minutes to describe the image/object.

Questions for Reflection:

- Was it difficult to stick to just the facts?
- How did you decide what details were important to include?

Plan of Lesson 2

Main Activities:



Station 2: **Relationship**

Objective: To explore how emotion and tone affect communication.

Activity: Participants draw an emotion card (e.g., happy, angry, confused) and then express a neutral sentence using the tone of that emotion. The group tries to identify the emotion.

Challenge: Try to express the same sentence with contrasting emotions and discuss the different interpretations.

Questions for Reflection:

- How did the emotion change the message?
- Were there any difficulties in conveying or interpreting the emotion?

Station 3: **Self-revelation**

Objective: To understand the importance of self-disclosure in communication.

Activity: Participants write down one personal strength and one personal weakness anonymously. These are mixed up, and each participant picks one to read aloud. The group discusses the traits without trying to guess who wrote them.

Challenge: Discuss how the trait could be both a strength and a weakness depending on the context.

Questions for Reflection:

- Was it difficult to share or discuss these traits?
- How does self-revelation contribute to effective communication?

Plan of Lesson 2



Main Activities:

Station 4: **Appeal**

Objective: To practice making requests or motivating action.

Activity: Participants draw a scenario card (e.g., asking a friend to help with homework, convincing parents to extend curfew) and then take turns making their appeal to the group.

Challenge: Participants must make the appeal in less than one minute, focusing on clarity and persuasiveness.

Questions for Reflection:

- Was the appeal effective? Why or why not?
- What elements made the appeal compelling?

As a large group, discuss the experiences at each station. Ask participants to share their reflections and insights.

Lesson 2

Get inspired



TED Talk: "10 Ways to Have a Better Conversation"



Communication Theory: "Four Sides Model of Communication"



"The Importance of Word Choice in Communication" - an article by the University of Minnesota that discusses the impact of word choice on communication



"The Idiom Connection" - a website that provides explanations and examples of common English idioms



"Effective Communication Skills" - a resource from MindTools that provides tips and techniques for improving communication

Lesson 2

Consolidation of Knowledge:

Designate four corners of the room, one for each communication aspect. Start by presenting a range of different situations or statements to the class; for example, "Your friend tells you, 'You look tired today'" or "This assignment is due tomorrow." Ask students to reflect briefly on how they would interpret the words if they were directed at them. Then, students move to the corner that aligns with their interpretation of the primary communication aspect of the given situation.

Once all students have chosen their corners, engage the class in a discussion to uncover the reasoning behind their choices. Explore whether there's a majority in any particular corner for each situation and delve into why that might be, stimulating a deeper understanding of how different aspects of communication can be emphasised or interpreted in various ways.



Lesson 3



Look Closer

Keywords for you:

Non-verbal communication,
active listening

As educators, it's crucial to recognize that a significant portion of communication in the classroom occurs without uttering a single word. Nonverbal communication encompasses the rich tapestry of messages conveyed through means like facial expressions, body language, and tone of voice. These cues, often deployed unconsciously, are potent channels for a variety of emotions, attitudes, and intentions. A student's smile, for example, could be a sign of comprehension or enjoyment, while a frown might indicate confusion or dissatisfaction. Even subtler cues, like a raised eyebrow, could signify surprise or scepticism.

Beyond facial expressions, pay attention to students' posture, gestures, and overall body language. These elements can offer valuable insights into a student's confidence level, interest, or engagement during a lesson or discussion. Understanding the nuances of nonverbal communication can enrich your teaching practice significantly because these cues can either reinforce, supplement, or in some cases, contradict what's being said verbally.

Furthermore, nonverbal cues can sometimes communicate things that students might not be willing or able to articulate. So, as you navigate classroom interactions, be mindful of these nonverbal signals—both your own and those of your students. They add an essential layer of complexity and depth to interpersonal communication.

In this unit, students are using their observation skills to identify nonverbal cues that will help them guess which statement is being acted out by their peers. However, the unit also promotes teamwork, creativity, and critical thinking as students work together to come up with a convincing performance and to accurately guess the statement being acted out by the other group.

Plan of Lesson 3

Introduction/ Warm Up to the Activities:



- **Inquire** about students' current emotional state - ask them at the beginning of the class how they are. When only part of them answer (because they will) try and engage some of those who haven't said anything - choose one person most likely to answer and ask them to try and judge how you feel and what you want to tell them. Start changing faces - look serious, then amused, then curious, etc. With each change they need to say what you are trying to tell them.
- **Invite** them to open the student's content and check out what it says. Have them stand up and gather together in a circle. Split them in groups of no more than 10 students each. Split each group into two subgroups with 4-5 people in each subgroup. Give each group a statement for debate and for each subgroup designate whether they have to support or argue with the statement. The catch is they have to do it without words - using only their facial expressions and gestures. Set a 2-minute limit for each subgroup to express their position and remind them to be polite to each other. After each group consisting of two subgroups is done, ask the other students - the audience who supported and who argued against the statement. Ask them who they think expressed themselves better and then - who won.

Plan of Lesson 3



Main Activities:

To further reinforce the concept of nonverbal communication and its role in conveying complex emotions and attitudes, remind the students that they've just experienced activities focusing on facial expressions and silent debates to understand nonverbal communication.

Then provide them with a sheet of paper and ask them to each draw:

- an angry person,
- someone who is listening carefully,
- someone who is scared,
- a very, very happy person
- someone of their choice

After they are done, start inviting different students to show their drawings and have their classmates guess what the emotion is. Whoever guesses, though, has to motivate themselves why they think that is. Try and lead the discussion in a way that helps you extract a maximum number of non-verbal cues from this simple activity.

Plan of Lesson 3



Main Activities:

- For the next activity - Select a group of students who will be shown the secret number by the teacher. This can be done randomly or by a predetermined method. Ask one of the students who have been shown the secret number to come to the front of the group. Call out five numbers out loud, and give the class three guesses to discover the correct one shown to the student at the front. Encourage the students to choose one of the five numbers and raise their hand. They should ask the student at the front if this is their number and watch their reaction. Remind the class to pay close attention to the student's reaction to determine if they are telling the truth or not. Once the three guesses have been used, reveal the correct number to the class and discuss the reactions of the student at the front and the students who guessed. Use this exercise to underline that communication is much more than words.
- Invite students to read the text in their training. Turn their attention to the checklist in their units and discuss it after they read it.
- After they do, discuss with them what they have read. Invite them to think of specific mimics they connect with certain people. Ask them how they usually tell if people are telling the truth or if they are angry.

Lesson 3

Get inspired



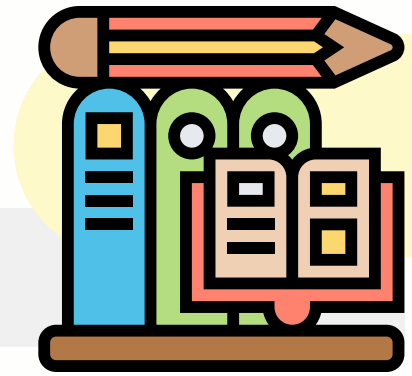
Active listening: Active listening is a critical communication skill that can help students build stronger relationships and develop empathy. Here are some resources that can help you teach active listening.



Nonverbal communication: Nonverbal communication is an essential aspect of communication, and it is crucial to teach students about it. The mirror game is an excellent example of how nonverbal communication works and how it can help people understand each other. Here are some resources that can help you teach nonverbal communication:

Lesson 3

Consolidation of Knowledge:



To deepen the understanding of the lesson's content on nonverbal communication, split the class into two groups: Group A and Group B. Each group is handed a list of similar statements to act out. Starting with Group A as the actors and Group B as the audience, the actors are given 30 seconds to pick a statement from the list and strategize on how to perform it nonverbally.

Once ready, they act out the chosen statement, relying solely on their facial expressions, body language, and gestures to convey the message. Group B watches intently and tries to identify which statement is being performed.

After the first round concludes, the roles reverse: Group A becomes the audience and Group B takes the stage as the actors, following the same 30-second preparation and performance guidelines. Following both rounds, the entire class convenes for a reflective discussion, exploring the challenges and revelations they experienced in both portraying and interpreting nonverbal cues, thereby reinforcing the lesson's key takeaways on the intricacies of nonverbal communication.

Lesson 4



Communication Issues

Keywords for you:

Miscommunication, barriers

In this lesson, students will learn about the various communication barriers that exist and how to overcome them. They will participate in a game that illustrates how easily communication can get convoluted and even completely changed in a conversation. They will learn about physical, cultural, language, and emotional barriers to communication and explore ways to overcome these barriers. The goal of this lesson is to help students become better communicators and to build their skills in effective communication.

Effective communication is essential in all aspects of life, whether it be personal or professional. However, communication barriers often prevent individuals from conveying their thoughts and ideas clearly, which can lead to misunderstandings and even conflicts. Students will learn that there are several types of communication barriers, including physical, cultural, language, and emotional barriers.

Lesson 4

Communication Issues

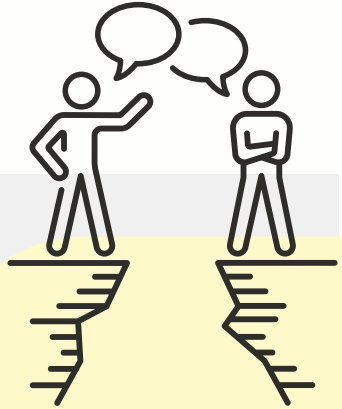


Below you can find a short explanation for each of those:

- Physical barriers to communication can include factors such as distance, noise, and technology. For example, if two people are trying to communicate in a noisy environment, it can be challenging to hear each other and understand what is being said. Similarly, if someone is trying to communicate with someone who is physically far away, they may face difficulties in conveying their message effectively.
- Cultural barriers to communication arise when individuals from different cultural backgrounds have different expectations and assumptions about communication. For example, in some cultures, it may be considered impolite to interrupt someone while they are speaking, whereas in other cultures, interrupting is a sign of engagement and active listening.
- Language barriers can occur when individuals do not share a common language. Even if both individuals are fluent in a shared language, misunderstandings can occur due to differences in dialect or word choice.

Lesson 4

Communication Issues



- Emotional barriers can arise due to personal feelings and attitudes. For example, if someone is angry or upset, they may not be able to communicate their thoughts and ideas effectively. Similarly, if someone has a preconceived notion or bias, they may not be open to listening to different perspectives.

Students need to know that overcoming communication barriers requires awareness and effort. Some strategies that you are going to offer as part of this training that can be used to overcome communication barriers include: active listening, using visual aids or gestures, and asking for clarification. Additionally, building rapport and understanding cultural differences can help to bridge communication gaps and this is always useful to bear in mind when leading groups at school.

Plan of Lesson 4

Introduction/ Warm Up to the Activities:



- Ask students to form a circle. Invite them to share with you the first thing that now comes to their mind what they hear the word “communication”. After they have shared several things, tell them that you are happy they have some ideas and that you feel they are ready to play a game.
- Surprise them by asking one of them to start walking in a circle and let them make a full turn around it and continue to walk. Ask another student, anyone to start walking behind them but to exaggerate their mimics and the way they walk just slightly. Have them make another full turn around the circle and add another person who needs to imitate with a slight exaggeration the second, not the first person. Do this until there are five people walking one after another and point to students the difference between the first and the last person. This game is called “Devolution”.
- Explain that information gets twisted just like that and minor changes in perception from one person can lead to drastic differences from the initial message. Underline the importance of effective communication and why it's essential to our daily lives. Ask students to share examples of miscommunication they've experienced. Introduce the metaphor of miscommunication being like the cracked surface of a mirror, twisting and fracturing what is being said until sometimes it is not even remotely close to the initial meaning.

Plan of Lesson 4



Main Activities:

- Explain that in this lesson, students will explore communication barriers and learn how to overcome them. Invite them to read their part of the training - this unit takes a bit longer to read without your interruption.
- Ask students whether they have conflicts with their parents (to which most will most likely reply with “yes” 😊). Invite them to look at some common scenarios of miscommunication between them and their parents by being in the other's shoes.
- Ask them and write down their suggestions about some common scenarios that usually lead to miscommunication between them and their parents (give prompts if necessary e.g., discussing grades, chores, curfew, or use of electronics). Write each scenario on the whiteboard or on a flipchart. Aim to collect at least 10-12 scenarios.
- After they are done with the suggestions, ask them to pair up with another person. In each pair, one student will assume the role of the parent and the other will play the role of the teenager. They will choose one of the scenarios. Set a timer to give pairs 5 minutes to discuss their given scenario, aiming to resolve the issue if possible. After the discussion, have the pairs swap roles and pick a different scenario.
- For an added layer of complexity, introduce "distraction cards" in the middle of the conversations. These cards could have instructions like "start using your phone" or "become defensive" to simulate real-world distractions or attitudes that often contribute to miscommunication.

Ask them:

- What non-verbal cues became significant in your role-play, and why?
- In what way can understanding the Four Sides Model of Communication help in similar real-life situations?

Lesson 4

Get inspired

getting
READY



"Effective Communication: Improving Your Social Skills" from HelpGuide.org: This resource provides a more general overview of effective communication strategies that can be helpful for both teachers and students. It includes tips for improving listening skills, expressing oneself clearly, and resolving conflicts.



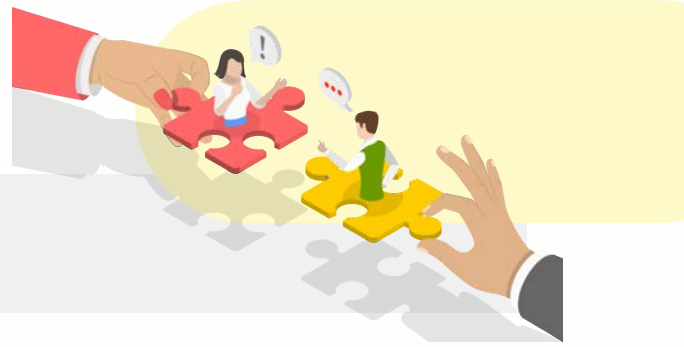
"The Art of Communication" TED Talk by Julian Treasure



"6 Barriers to Intercultural Communication (and How to Overcome Them)" article by HubSpot

Lesson 4

Consolidation of Knowledge:



Have students take one used sheet of paper. Tell them that you are going to give them instructions on what to do with the paper and they are not allowed to ask questions to you and others. Tell them they are going to get best results and have a higher chance to win the game if they don't look at others' papers as it will confuse them.

Then start giving them directions about what to do with the paper: "First, fold it in half.", "Then fold it in half again.", "Then, tear the top right corner.", "Now, make a hole in the middle of the paper." You can give any similar directions. After you are done, have the students show to everyone their sheets. Underline the differences between their sheets and make a parallel to communication and to misunderstandings and the reasons for them.

Lesson 5



Non-Violent Communication

Keywords for you:
NVC, needs

The goal of this unit is to introduce students to Nonviolent Communication (NVC) and its principles.

NVC is an approach to communication that emphasises compassion, empathy, and understanding. It is based on the belief that all human beings have the same basic needs and wants and that we can meet these needs in ways that are respectful and considerate of others. Students will learn more about it and will explore the personal reasons that drove Marshall Rosenberg to develop NVC and evaluate if it is applicable to their everyday lives. The lesson will culminate in a group activity where students will illustrate and explain the four principles of NVC.

Teaching students about NVC is a very efficient stage and way to reflect on our own communication practices.

By integrating NVC principles into your teaching methods, you're doing more than just preparing your students for the world; you're also refining your own skills and enhancing your professional life. The benefits are far-reaching, making it a holistic approach that enriches both your students' and your own experiences.

Lesson 5



Non-Violent Communication

Keywords for you:
NVC, needs

It carries many benefits such as:

- **Enhanced Self-Awareness:** As you teach NVC principles, you'll naturally start examining your own communication patterns. This greater self-awareness can lead to more effective classroom management and a more harmonious educational environment.
- **Role Modelling:** Kids are adept at picking up on adult behaviour. When you incorporate and practice the principles of NVC, you're setting a robust example for your students. This can make your classroom a more empathetic and emotionally intelligent space.
- **Improved Interpersonal Relationships:** Whether it's parent-teacher meetings, staff collaborations, or classroom interactions, your new NVC skills can significantly enhance the quality of your relationships. Improved communication can lead to a more supportive and effective educational environment.
- **Conflict Resolution Skills:** As a teacher, you often find yourself in the role of mediator. NVC provides you with the tools to handle conflicts with greater ease, ensuring that all parties involved feel heard and valued. This makes for a smoother, less stressful work experience.
- **Increased Job Satisfaction:** Seeing the positive changes that NVC brings to your classroom and relationships can significantly boost your sense of job satisfaction and professional fulfilment.
- **Lifelong Learning:** Embracing NVC also encourages a mindset of continuous personal growth. As you inspire a love for learning in your students, you'll find that your own educational journey is equally enriched.

Plan of Lesson 5



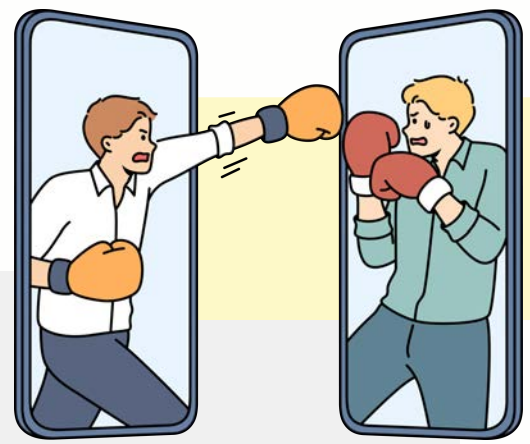
Introduction/ Warm Up to the Activities:

0. A few days before the lesson on NVC, place two similar potted plants in the classroom. Label one with "LOVE" and the other with "INDIFFERENCE". Tell the students that for the next few days leading up to the lesson, they should shower the "LOVE" plant with positive words, compliments, and affectionate tones. Conversely, they should pay almost no attention to the "INDIFFERENCE" plant but just water it. They shouldn't touch or harm the plants physically; they should only communicate verbally.

1. Begin the lesson by turning their attention to those plants and share with them this experiment made by Masaru Emoto:
2. Dr. Masaru Emoto, a Japanese researcher, conducted an experiment that has drawn significant attention, particularly in discussions surrounding the impact of thoughts and words on physical entities. The experiment involves placing cooked rice into three different jars. One jar is labelled with positive words like "Love" and "Thank You," another with negative words like "Hate" or "Angry," and the third jar is completely ignored. According to Emoto, the jar exposed to positive words would ferment in a visually pleasing manner, emitting a pleasant aroma. The jar with negative words would turn foul more quickly, and the jar that was ignored would deteriorate in the worst manner. Dr. Emoto suggests that this experiment demonstrates the tangible impact of words, thoughts, and intentions on physical entities, in this case, the rice.
3. Tell students that the scientific rigour of Dr. Emoto's experiments has been questioned but confirm that nonetheless the concept can serve as an engaging way to introduce the idea that our words and thoughts carry weight and can have a real impact on our environment and interactions. Ask them what they think can be more beneficial when raising a child; when playing sports together or when working in class.

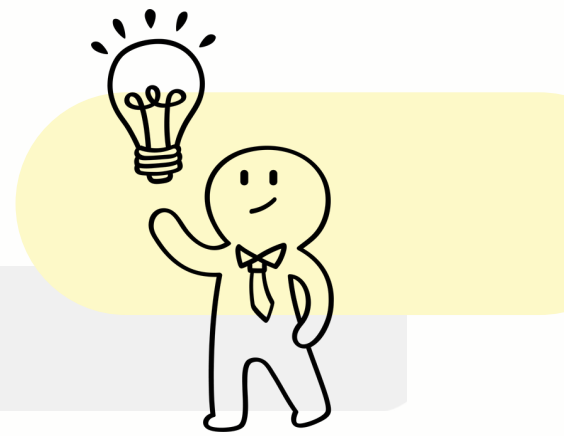
Plan of Lesson 5

Main Activities:



- Invite students to read the text in the students' training.
- After they are done, explain to them that they will be working in groups to research and answer questions related to the personal reasons that drove Marshall Rosenberg to develop the NVC approach and whether NVC is applicable to their everyday lives. Give students 20 minutes to research and formulate their answers using their smart devices and craft a poster that will present their answers. After the 20 minutes of research, ask each group to present their findings to the class.
- Divide your class into four even teams and assign each one of the four principles of Nonviolent Communication (NVC): Observation, Feeling, Need, and Request. Direct each team to a pre-arranged workstation stocked with craft supplies and a handout explaining their assigned principle. Give teams 15-20 minutes to read the handout, discuss the principle among themselves, and then illustrate it using the craft materials; they should also include at least one practical example in their illustration. Make it clear that you are available for any questions or clarifications during the activity. Once time is up, have each team present their illustrated principle and practical example to the entire class. After all presentations, open the floor for a discussion, asking questions like "Which principle did you find most relatable?" to encourage deeper understanding of NVC principles.

Lesson 5



Get inspired



Center for Nonviolent Communication (CNVC): This is a global organisation that promotes and supports the learning and practice of Nonviolent Communication (NVC). The website offers a wealth of resources, including articles, videos, training opportunities, and a directory of certified trainers._



NVC Academy: This is an online learning platform that provides courses, workshops, and coaching for individuals and groups who want to learn NVC. The courses are taught by experienced trainers and cover a range of topics related to NVC, such as communication skills, conflict resolution, and empathy.



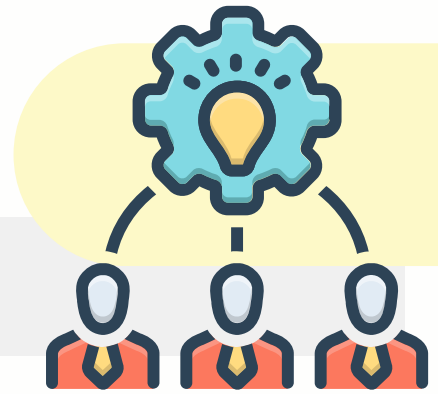
Nonviolent Communication: A Language of Life by Marshall B. Rosenberg: This is a classic book on NVC, written by the founder of the approach, Marshall B. Rosenberg. The book provides an overview of the principles and practices of NVC, as well as many examples and exercises to help readers integrate NVC into their lives.

Teach for Life: Nonviolent Communication in the Classroom by Ike Lasater and Julie Stiles: This book provides practical guidance and resources for teachers who want to use NVC in their classrooms.

<https://www.puddlediving.net/teach-for-life/>

Lesson 5

Consolidation of Knowledge:



Instruct the students to find a comfortable position and assure them that this is a confidential exercise. Set a timer for 10 minutes, during which you will invite them to jot down instances where they faced challenging communication situations. They should identify moments when employing NVC principles could have resulted in a better outcome than the one they observed. After the journaling is complete, give students a few minutes to review their notes privately, encouraging them to think about how they can use NVC principles in similar future situations.

Ask if anyone wants to share. Bear in mind that the answer could be “no” from everyone, so have something of yourself prepared to use as an example. Do not press them to share if they don’t want to.

Module Knowledge Assessment:

https://docs.google.com/forms/d/e/1FAIpQLSfm42KR5OB9m12dU41mr9RLfblWqS_JJjXdOTui4bO2x4PUcw/viewform

Module 5: Communication

Module Summary

Ask your students to carefully read the given text, "Hello, dear Communication Athletes! Congratulations on reaching the end of our journey together!".

After they are done, discuss the moral of it with the students. Make sure to include all topics that were covered in the units previously.

Students' final challenge for this module:

- Susan Meredith shared a conflict resolution activity based on the scenario presented in Roger Fisher's book, *Getting to Yes*, which describes the Orange Exercise as a challenge for two kids fighting over a single orange that was the only one left in the fruit bowl. The children in the original scenario learned that one needed the peel for baking and the other needed the juice to quench their thirst.
- Divide the class into two teams, Team A and Team B.
- Explain the scenario: The facilitator will play the role of Mandez, the keeper of the only remaining Mandezine Orange, a very rare variety. Each team will receive a scenario explaining why they must buy this special fruit and are told that they may only contact the grower one spokesperson at a time.

About the authors

Maria Stankova, Bulgaria

I'm an English school teacher and youth trainer who dreams of improving the understanding of adults and students of the complex and magical process of learning. I love my profession and I am deeply grateful for the chance to communicate daily with human beings who keep teaching me about love, bravery and potential.



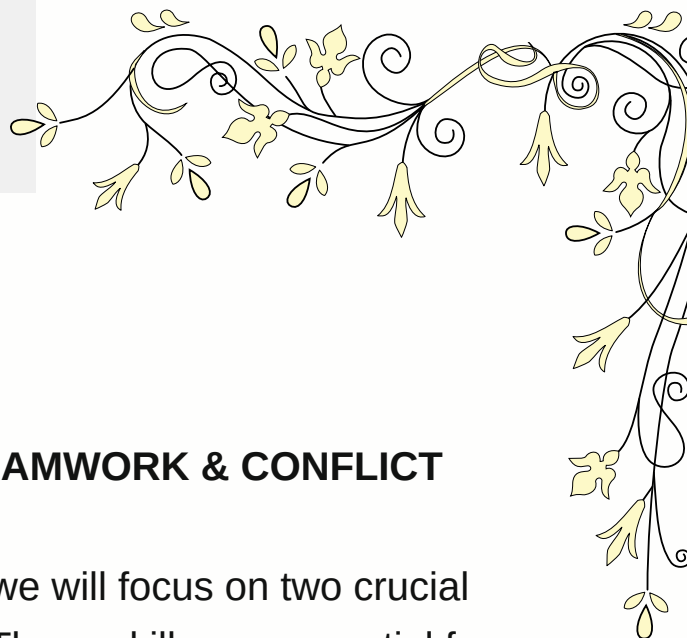
Module 6

TEAMWORK AND CONFLICT MANAGEMENT



Cooperating with others is an essential skill that students will need throughout their lives, regardless of the field they choose to pursue. Research has shown that cooperation not only leads to success but also fosters a sense of community and belonging, which directly contributes to individual happiness. But what exactly are the skills that are valued the most in a collaborative environment? And how can we help students practice and develop these skills?

Invitation to the module



Dear Teacher,

Welcome to the 6th module of this toolkit: **TEAMWORK & CONFLICT MANAGEMENT.**

As stated by the name of this module, here, we will focus on two crucial topics: teamwork and conflict management. These skills are essential for creating and maintaining a collaborative environment, which is vital for success in both the professional and personal lives of students.

Working in a team allows students to share ideas, delegate responsibilities, and achieve goals more efficiently. However, teamwork can be threatened when conflicts arise. A team failing to manage conflicts effectively can result in decreased productivity, efficiency, and an uncomfortable learning environment. This can lead to increased stress levels, which can negatively impact students' well-being.

Therefore, it is crucial to learn conflict management skills to handle conflicts before they escalate.

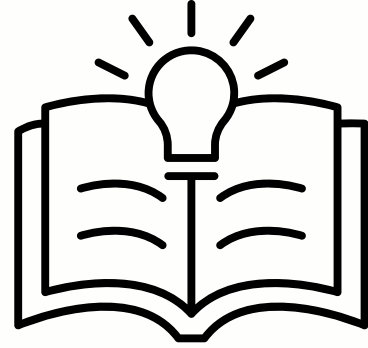
To achieve learning objectives, we will provide you with a variety of methods, such as hands-on activities, discussions, exercises, and practical applications in real-life scenarios. Our goal is not only to deepen students' understanding of team dynamics, cooperation, and conflict management but also to equip them with practical skills that will enhance their communication and leadership abilities.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



By the end of this module students should be able to:

- demonstrate knowledge about leadership and team building principles
- actively participate in the team processes while determining the cause of the problem, brainstorming possible solutions, and evaluating the best solutions later
- practice giving and receiving constructive feedback in conversations with their peers, teachers, and family
- see the benefits of cooperation and working together to achieve results or people helping each other out to achieve a common goal
- lead a strategic discussion that resolves an issue in a way that all parties find acceptable



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1



Team work - Dream work

Keywords for you:

Teamwork, strategic thinking, problem-solving, collaboration, cooperation, trust-building.

Teamwork is the process of individuals working together to achieve a common goal. It's a crucial aspect of many areas, including sports, business, healthcare, and education, to name a few. By collaborating, individuals can combine their knowledge, skills, and experience to solve complex problems, make informed decisions, and achieve shared objectives more efficiently. In addition to improved efficiency, teamwork can lead to increased creativity, innovation, job satisfaction and well-being. When individuals work together as a team, they can feel a sense of accomplishment and camaraderie, which can foster personal and professional growth and increase satisfaction of life. Moreover, effective teamwork can enhance communication, build trust, and promote a positive work culture.

Teamwork is an essential aspect of the classroom that many educational programs still need to include. By working collaboratively, students can develop new skills and perspectives, learn from one another, and build stronger relationships.

Teamwork offers a multitude of benefits for student development and success:

1. It teaches essential social skills such as communication and active listening. When students work as a team, they learn how to function as a cohesive unit and respectfully express their ideas and opinions. This leads to improved self-confidence and a sense of value within the team.
2. Teamwork has the potential to reduce the effects of bullying by providing a strong support system and empowering students to stand up for others.
3. The skills learned through teamwork translate into success outside the classroom, as collaborative environments are fundamental to many career paths.

Plan of Lesson 1

Introduction/ Warm Up to the Activities:

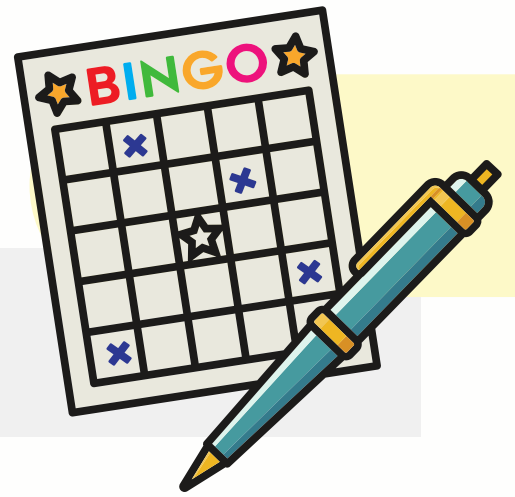
This unit emphasizes the significance of individual team members and group work as a whole, and encourages students to understand the importance of both. Being part of a team can help individuals grow and achieve more. Moreover, learning and working in a group can be more engaging and enjoyable than working alone.

In this unit, we have designed various activities that promote team bonding, problem-solving, collaboration, cooperation, and trust-building. All these activities are hands-on, creative, and require active communication between group members. By participating in these activities, students will not only develop essential team-building skills but also improve their ability to work effectively with others.



Plan of Lesson 1

Main Activities:



Human Bingo

Materials needed: worksheet/printout, pen

<https://drive.google.com/file/d/1uvpbai4mXyDgoSbQesHkuiJkq6lVE4HY/view?usp=sharing>

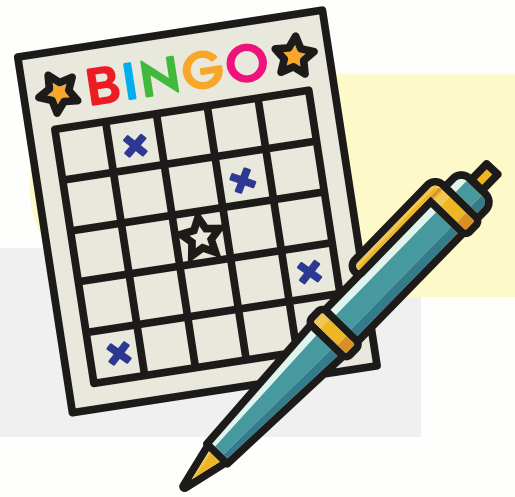
This activity can be a fun and engaging way to help students learn about the importance of teamwork and collaboration while promoting communication, trust-building, and a sense of community among students.

Print out the prepared worksheet, or create your own, with different categories related to teamwork and collaboration. Make sure each category appears only once on each square.

Introduce the game: Explain the game's rules and provide each student with a bingo card. Explain that the game's goal is to fill out the card by finding classmates who fit the descriptions on the bingo card. Each student should talk to their classmates and ask if they fit into any of the categories on the card.

Plan of Lesson 1

Main Activities:



The goal of this activity is to fill in all categories of a bingo card with a classmate's name who has those characteristics.

Give time for mingling: Allow students to walk around the room and talk to their classmates to fill out their cards. Encourage them to introduce themselves to those they don't know and to discuss the category with each other.

Bingo!: Once students have completed all categories (Or you can also play using actual bingo rules, where participants need to fill in row, column, or diagonal) on their bingo card, they should call out "Bingo!" and bring their completed card to the teacher for verification. You can play until everyone has filled the whole card or until the first person finishes, depending on the time and activity of the students.

Debrief: Once the game is over, have the students sit together and discuss what they learned about each other and teamwork and collaboration in general. Please encourage them to share their thoughts, insights, and observations from the game.

Plan of Lesson 1

Main Activities:

Mission Impossible

Materials needed:

- tasks provided by the teacher/trainer
- flipchart, whiteboard, smartboard or anything else that tasks can be presented on
- everything necessary for the fulfilment of the tasks

The activity aims to create time and space for bigger and deeper group dynamics to evolve. The activity allows participants to step up, try out the leader role, think of different approaches, support, and help each other achieve the common goal. Participants will work together as one group. They will be provided with a certain number of diverse tasks created by the teacher (approximately 20). Some should be achieved by an individual, some by a small group, and some require the involvement of all participants. Tasks can be connected with the topic recently studied in class or another relevant topic. You can use the venue's space and surroundings available to you (It can also be organized only in the classroom).

The teacher can set a time limit (usually around one hour). In this limit, participants must fulfill all tasks. It is up to the group how they will proceed, but the only rule is the time limit and accomplishment of all tasks.

Introduce participants to the rules and tasks of the mission impossible. (You can use flipchart, whiteboard, smartboard or anything else that can present the listed tasks) Give the group approximately 15 minutes to ask any questions and for you to present any additional instructions and rules.

Start the game and give the group 60 minutes to fulfill the tasks.

After the game, take a short break and initiate deep Feedback and



Plan of Lesson 1

Main Activities:



Evaluation

Ask questions such as:

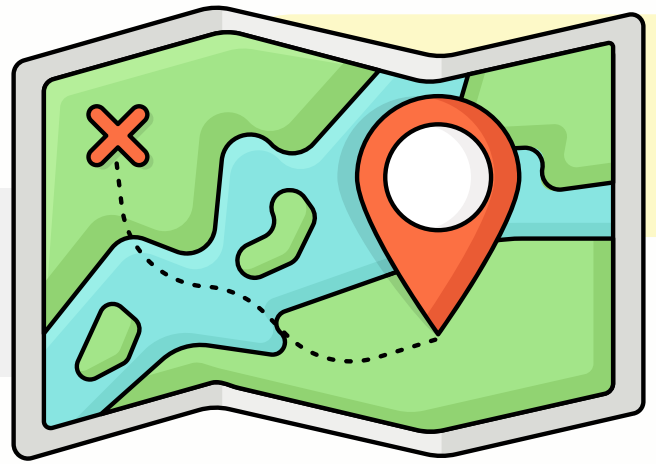
- Were all the tasks fulfilled? Why yes/why not?
- Where did you succeed as a group/as an individual?
- What were the success moments?
- What was the most difficult?
- How did you feel?
- Was your opinion taken into account when deciding on the group?
- Provide feedback to the leaders (participants who took the leader role in particular tasks). Ask questions such as:
 - How did you feel as a leader?
 - Did you take this role by yourself, or were you "elected"? What differences does this make?
 - What would you do differently next time?
 - What interesting did you notice about yourself as a leader?

The examples of the tasks you can inspire from:

- Come up with a name for the team.
- Create a team song and dance (task related to the topic recently studied in school)"
- Teach and film this song or dance to a person outside the team.
- Make a picture with all participants where the floor can be touched only by 5 legs, 3 arms, and one head.
- Create a map of the surrounding.
- List all participants in the order from tallest to shortest.
- Take pictures of 6 different animals.
- Figure out or make up nicknames for each team member.

Plan of Lesson 1

Main Activities:



Treasure Field

Materials needed:

- Different objects (cups, pens, balls, bottles, scarfs, etc.) In 1 type we need 15-20 pieces. The amount of types should be no less than the number of teams playing.
- The defined field for the game (size depending on the size of the group). The field could be defined by tape or marked by chalk
- Minimum 1 scarf per team (3 people in one team)
- A couple of hula-hoops. Count depends on the size of the field and the size of the group. (Any other object you can step in can be used - e.g., towels, blankets.)
- The activity is recommended for venues with direct access to open areas such as sports fields or gardens. Open spaces must be isolated, with no traffic or other external threats. The activity can also be done inside, but it is necessary to have a spacious empty area.

Setup of the game: The activity is played in a field with determined borders and randomly placed objects. The number of different objects must be the same (or bigger) as the number of teams. There should be approximately ten pieces of each object type (10 pens, 10 cups, 10 slippers, 10 balls, etc.) in the game field placed randomly.

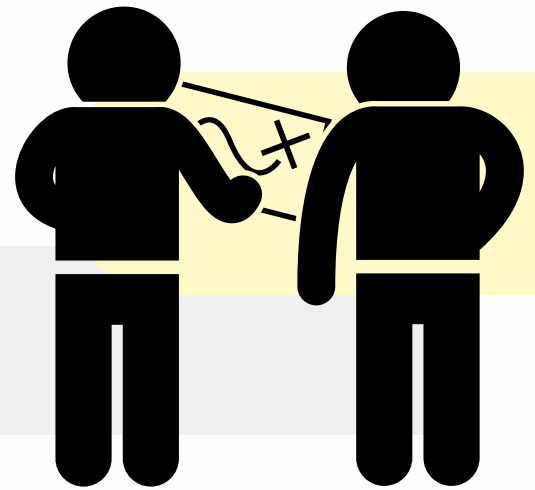
Trainer prepares the field for the activity before the participants arrive.

Goal:

The goal for each team is to collect one type of object (team one - all cups, team two - all balls, etc.) dedicated to them by the trainer.

Plan of Lesson 1

Main Activities:



Roles:

- Mute participant is watching the field and giving instructions to the communicator about the direction and actions of the blindfolded person. Instructions have to be made without using vocal sounds.
- Communicator is watching the mute participant and decoding his instructions into verbal instructions for the blindfolded participant in the field.
- Blindfolded participant receives instructions from the communicator and, according to the instructions, collects necessary objects bringing them back to their team.

Additional rules:

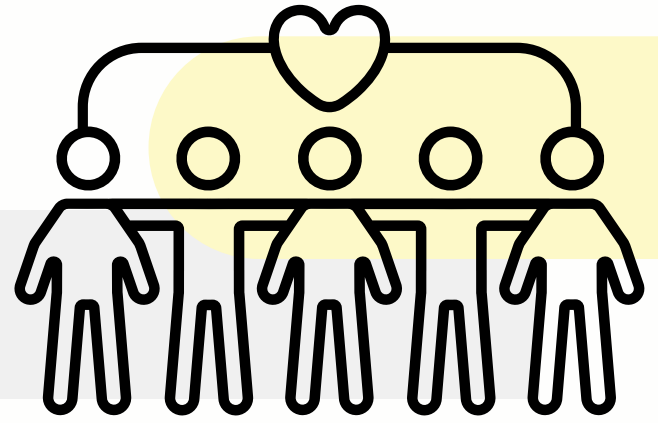
- Blindfolded participants can hold only one object at a time.
- The communicator can not move his legs and can not turn his head.
- Mute participants can not use any sounds.
- The blindfolded participant can't step into hula-hoop (or other thing used for this purpose) or steps out of the field
- If any steps are broken - all collected objects are placed back in the field.

Position of players:

Participants who chose blind roles put on blindfolds and step into the field. Communicators stand with their back to the field right next to its border so that they can't see what is happening in the field. Participants with mute role stand right in front of the communicators. (trainer can demonstrate)

Plan of Lesson 1

Main Activities:



Stop the game and instruct teams to have another strategic meeting where participants can improve their strategy. Team members can change roles if they want to. This meeting should be about 5 minutes.

Put all collected objects back into the field during the strategic meeting.

Have all team members find their starting position for the game again.

Assign each team a different object they have to collect. Participants have 10 minutes to collect as many objects as they can.

After the game, let participants have a debriefing of the activity in the teams for about 5 minutes.

All teams can join together, and you can lead a debriefing process of the activity. Depending on the group, you can use these **questions** or other ones:

- How did you feel playing your role?
- Did you feel responsibility/trust/fear?
- How did your team divide the roles, and do you consider in what role you will feel more comfortable?
- Did you change the roles during the second strategy-making time? Why?
- What did you learn about yourself? How can this experience (and lessons learned) be taken to your everyday life?

Note: There is a possibility to play as many rounds as the trainer sees fit according to the needs of participants. There can also be a possibility of distinguishing the winner of the game or finishing the game without one winning team.

This activity can be done during the first sessions after lighter team-building activities. Ensure that the objects used in the activity are safe to step on (hula-hoops, towels, shapes made out of string, etc.)

Lesson 1

Get inspired



It's your Yale; "Why the teamwork is important"

<https://your.yale.edu/we-know-teamwork-important-how-important>

Work Life: "The importance of Teamwork"

<https://www.atlassian.com/blog/teamwork/the-importance-of-teamwork>

Asana: "Team roles, by Belbin theory"

<https://asana.com/resources/team-roles>

Lesson 1

Consolidation of Knowledge:



As educators, we know that reflecting on our experiences is crucial for personal and professional growth. It's essential to take time to sort out our learnings and understand how to use these newfound ideas in our everyday life. After completing the group activities and debriefing, it's time for personal debriefing.

We encourage you to take some time to reflect together with your students on their learnings. Students can share the answers, or they can also reflect on these questions individually. If possible nudge your students to share their insights, while reminding that through conversations they can get even deeper connection with each other. Here are some questions to help guide the reflection:

1. Did you find it easy to find your place/role in the group, and how did you feel playing your role in each activity?
2. Did you feel a sense of responsibility, trust, or fear during the activities?
3. Did you discover anything new about yourself during the activities? If so, what did you discover, and when did you discover it?
4. Can you identify some of your strengths that benefited the team?
5. Are there areas that you could work on to improve your performance in group settings?
6. How can the experience and lessons learned from these activities be applied to your everyday life in school or outside activities?

Lesson 2



Don't hesitate - communicate!

Keywords for you:

Communication, constructive feedback, debating, negotiating, persuasion, questioning

Effective communication is an essential life skill crucial for success in both personal and professional aspects of life. Poor communication skills often result in misunderstandings and frustration, highlighting the importance of mastering this skill. Communication is also a vital element of teamwork and leadership.

However, communication skills are not limited to giving and receiving information. To effectively work in a team and have our ideas heard, we need to have advanced communication skills such as debating, negotiating, persuasion, questioning, and giving and receiving constructive feedback.

Debating, for instance, helps to develop critical thinking skills, such as making well-thought-out arguments and questioning the evidence behind a particular stance or conclusion. Persuasion, on the other hand, is the art of convincing others to agree with a view or take a specific action. It's a valuable skill that not everyone can master.

Receiving feedback is another critical communication skill. Feedback is valuable information that can help individuals or teams make crucial decisions. By receiving feedback, individuals can improve their confidence and motivation to learn and ultimately achieve their goals.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:

This unit has been designed to provide students with the opportunity to practice and improve the essential communication skills mentioned earlier. We have curated a sequence of active, hands-on games that will encourage students to practice public speaking, express their opinions, give and receive feedback, and more. These skills will help them grow as individuals and become great team members.

The activities in this unit are based on roleplay, discussions, and debates.

We hope that you find these activities engaging and enjoyable and that they will help your students develop their communication skills to become better team members and learners in general.



Plan of Lesson 2

Main Activities:



Name of exercise 1 : Blind Drawing

Materials needed:

- chair for each participant
- papers
- pencils

This activity is a fun and engaging way for your students to practice their communication and collaboration skills and warm up for more serious activities targeting communication.

Start by dividing your students into pairs and have them sit back-to-back.

Give one member of each pair a picture of an object or word they must describe without using words that clearly give away the image.

The person with the picture must use non-related words to describe the object or word to their partner.

The partner will have a pen and paper and must draw the object based on the verbal description and their own interpretation.

Set a time limit of 5-7 minutes for each pair to complete the activity.

After the time is up, have each pair compare the drawing to the original picture and discuss how well they communicated and collaborated.

Encourage the pairs to reflect on what they could have done better and what worked well in their communication and collaboration.

You can repeat the activity with different objects or words to give students more opportunities to practice their communication and listening skills.

Plan of Lesson 2

Main Activities:



Name of exercise 2: Fit the market

Materials needed:

- Paper and pen for the observer
- Items to sell (e.g., marker, newspaper, notebook, pencil, tape roll, etc.)

The "Fit the Market" activity aims to help participants practice their negotiation and communication skills in various situations. By taking on different roles, such as seller or buyer, participants can experience different perspectives and develop a better understanding of the negotiation process. Additionally, the activity encourages creativity and innovation as participants try to sell the product most effectively. The observer role also promotes reflection and observation skills.

Divide the group into small packs of three people.

Explain that each group member will have a specific role: seller, buyer, or observer. The seller will try to sell the product most innovatively and creatively as possible, the buyer will try to negotiate the price of the product, and the observer will simply observe the process without interfering.

Ask groups to decide who will take on each role.

Provide each group with a set of objects (e.g., marker, newspaper, notebook, pencil, tape roll, etc.) that will be used for the negotiation.

Remind participants who have taken the seller role that their task is to sell the object for the best possible price. But participants who have the buyer's position have to be as sincere as possible (they do not have to be stubborn and refuse any price, they have to try and be genuine).

Plan of Lesson 2

Main Activities:



At the same time, the observer's only task is to observe and write down what they see in the process.

Explain that the task of the seller and buyer is to negotiate the price of these objects. The observer should watch and take note of the process.

Note: If needed, you can use volunteers to demonstrate one round to all participants before they start the activity in small groups.

Give them a few minutes to complete the negotiation.

After the negotiation is complete, ask the group to switch roles. Each person should have a chance to play each of the roles.

Note: You can have a small debriefing after each session or let each participant try out each role and only then have a debriefing moment. Repeat the negotiation process until each person has played each role. If needed, you can give your participants about 5 minutes to debrief this experience in small groups, where they can share how the activity was for them and share any insights they would like to share with each other.

Plan of Lesson 2

Main Activities:



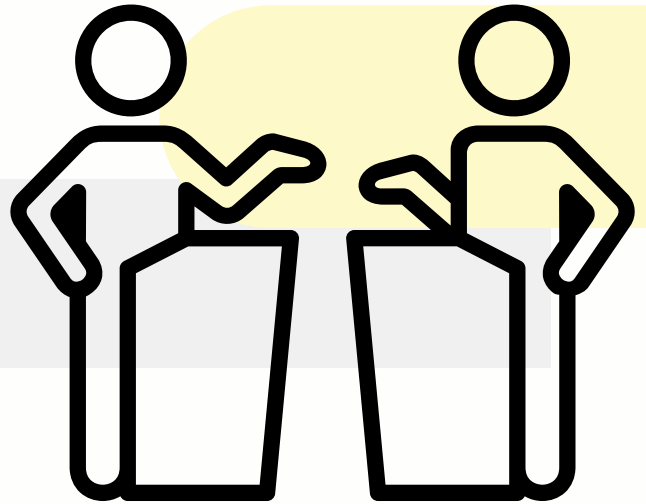
Debrief the activity with the whole group by asking questions about the negotiation process.

Questions to start the debriefing:

- How was it to take on different roles?
- In which role did you feel most comfortable? Why? Can you draw parallels between your personality and the actions you take in your daily life?
- What strategies were used for selling in your little teams?
- What strategies worked well?
- What communication strategies could be improved?
- Ask specifically to the observers: What did you observe?

Plan of Lesson 2

Main Activities:



Name of exercise 3: Debate

Materials needed:

- pre-made statements
- time keeper
- paper and pens for participants to prepare their speeches.

This activity is an excellent opportunity for your students to practice their communication, public speaking, persuasion, and cooperation skills.

Here are the instructions on how to lead this activity:

Divide your group into three packs: Advocacy (Agree with the statement), Opposing (Disagree with the statement), and Listeners. The groups should be made before the statements are known.

The trainer or teacher will make a statement that will be debated. For example, "Every person should practice Zero Waste lifestyle."

Note: statements can be pre-made by the teacher and aligned with a subject/topic the students are learning about, or the teacher can make the statements together with students before the activity, where each student writes down 1-2 statements on separate pieces of paper. Then statements can be collected in a hat/bowl/bucket and used for the game.

Depending on the group's role, students must prepare an argument that will convince the listeners to agree with their statement.

One participant of the advocacy group will open the debate by greeting the audience and the opposing group. They will explain the group's position and why they will defend it. As the last part of their speech, they will present the arguments of the advocacy group.

Plan of Lesson 2



Main Activities:

This should take no more than 4 minutes.

The Opposing group will continue the debate. One speaker will present the opposing group's position on the debate statement and goal. They will end the speech by presenting the arguments of the opposing group. This should also take at most 4 minutes.

After the speeches, The listeners can ask questions to both groups for 2 minutes.

The debate will continue for two more rounds, where the teams will have the opportunity to defend their side of the statement in the same manner described above.

At the end of the debate, the listeners will vote for the winning team. The teacher should lead and facilitate the process from beginning to end.

Note:

Participants might not like the group they are in because they might have differing views on the statement and the role of the group. You can explain that the rules are like that for a reason, and even though they disagree with the role, they should try and find the points that favor the role they have. This can help students to see that there are 2 sides to each story and that nothing is either good or bad/ right or wrong.

The discussions might get heated, so before the activity, the teacher should explain that it is important to talk respectfully and use facts, not personal feelings. Also, during the discussion teacher should be actively monitoring the group and involved in the discussion to navigate the debate. If necessary, the teacher can also stop the debate.

Plan of Lesson 2



Main Activities:

Name of exercise 4: Mediation role play

Materials needed:

- Roles and descriptions of situations

This activity aims to allow participants to practice conflict resolution and mediation skills through roleplaying scenarios. It also helps participants develop communication, persuasion, and negotiation skills. By taking on different roles and working through conflict scenarios, participants can better understand other perspectives and learn how to facilitate productive communication and problem-solving. Additionally, the feedback and suggestions from the rest of the class and the teacher can help participants improve their conflict resolution skills and gain insights into their own communication styles.

To lead this activity, you will need to:

Divide the class into groups of three, assigning each member a role - mediator, Person 1, and Person 2.

Provide each group with a description of the situation they will be reenacting before each roleplay. You should create these descriptions beforehand, or you can also make them with the class.

Instruct each group to act out the situation in front of the class, with each member reacting in the interest of the role they have been given.

The mediator's task is to facilitate communication between Person 1 and Person 2.

Plan of Lesson 2



Main Activities:

After each roleplay, ask the class (and the teacher can be involved, too) to provide feedback and suggest ways for the mediator to improve their problem-solving skills.

The activity should take approximately 60 minutes.

Note:

- Ensure that the participants understand their roles and the scenario given to them.
- Provide clear instructions on the expectations from each role, especially the mediator's role, which is to facilitate communication effectively.
- Encourage participants to remain in character throughout the activity and to communicate authentically.
- Make sure that the feedback given is constructive and specific to the scenario enacted.
- Allow enough time for participants to reflect on the feedback and improve their communication skills.
- Monitor the discussions and ensure that participants respect each other and do not resort to personal attacks.
- Offer support and guidance if any participant struggles to engage in the activity or communicate effectively.
- Remind participants that this activity is a learning opportunity and that mistakes are part of the learning process.
- Ensure that the debriefing process is thorough and that all participants can reflect on their experiences and learnings.
- During debriefing, emphasize the importance of effective communication in daily life, team environments, and conflict resolution.

Plan of Lesson 2



Main Activities:

Here is an examples of the descriptions that you can use:

George and Nina

Role I Mediator: George is against his neighbor Nina, who lives in the flat above his (one floor up). He placed a call to the mediation center. He declared that Nina plays the piano loudly and late in the night. Nina said that George offended her. Both agreed to visit the mediation center.

Role II Person 1: You agreed to visit a mediation center because you want to resolve the conflict with your neighbor, George. You state that George offends you by knocking at the ceiling (your floor). By doing that, he interrupts your playing, which is also why some of your vases are broken. You are angry with him because he does not respect your profession. You are a musician and a teacher. You consider that you have the same professional rights that he has. Please, do not bring additional and/ or new details into your role.

Plan of Lesson 2



Main Activities:

Role III: Person 2 You are nervous because of your neighbor's behavior, Nina, who lives in the flat above yours. Every morning you must go to work, and therefore you must sleep well. She plays her favorite music loudly all night long and thus forces you to listen to it. You are angry with her. You think that when you knock on her floor (your ceiling) with a stick, you communicate your negative emotions quite clearly. You believe your protest was ignored because nothing has changed in her behavior. You gave a call to the mediation center to make an appointment. You want to visit the center and resolve this conflict. You may choose any profession. Please, do not bring additional and/ or new details into your role.

John and Maria

Role I: Mediator The case description is as follows: John and Maria have been assigned to work together on a group project for their history class. However, they are having difficulty getting along and working together effectively. John believes that Maria is not contributing enough to the project and is not taking it seriously. Maria feels that John is too bossy and controlling and is not willing to listen to her ideas.

Role II: Person 1 You are John, and you are frustrated with Maria because you feel like you are doing all the work for the project. You feel like she is not taking it seriously and that she is not contributing enough to the project. You think that she is not listening to your ideas and that she is not willing to compromise. Please do not bring any additional or new details into your role.

Plan of Lesson 2

Main Activities:



Role III: Person 2 You are Maria, and you feel like John is too bossy and controlling. You feel like he is not willing to listen to your ideas and that he is not willing to compromise. You think that he is taking the project too seriously and that he is not leaving any room for fun or creativity. You believe that you are contributing enough to the project and that John is not giving you enough credit. Please do not bring any additional or new details into your role.

Paul and Mike

Role I: Mediator The case description is as follows: John and Mike work together in a small company, and Paul is accusing Mike of stealing his ideas and presenting them as his own to the boss. Both agreed to meet with the mediator to resolve this conflict.

Role II: Person 1 You work in a small company with Mike, and you feel like he is stealing your ideas and taking credit for them. You are frustrated with him and feel like he is not giving you the recognition you deserve. You want to resolve this issue, but you also want to ensure you get the credit you deserve for your work.

Role III: Person 2 You work in the same company as Paul, and you have heard that he is accusing you of stealing his ideas. You believe that this is not true, and you want to clear your name. You think that Paul is being unreasonable and not giving you the benefit of the doubt. You want to resolve this conflict, but you also want to make sure that you are not falsely accused.

Plan of Lesson 2



Main Activities:

Here are some **examples** of roles and situations that can be used in the creation of scenarios:

- A dispute between two roommates about cleanliness and division of household chores
- A disagreement between two co-workers over the division of a project
- A conflict between two friends over a borrowed item that was damaged
- A dispute between two neighbors over property boundaries
- A conflict between a teacher and a student over a grade
- Role II: Person 1An employee who is upset with their co-worker for taking credit for their work
- A friend who is upset that their friend always cancels plans last minute
- A neighbor who is upset that their neighbor's dog keeps barking loudly
- A student who is upset with their teacher for giving them a low grade
- A roommate who doesn't understand why their other roommate is upset with their noise level
- A co-worker who is upset that their colleague won't share the workload
- A friend who is always canceling plans last minute because they're busy with work
- A neighbor who is upset that their neighbor's tree branches are encroaching on their property
- A teacher who thinks their grading is fair, but a student disagrees.

Plan of Lesson 2

Main Activities:



Name of exercise 5: Feedback chair

Materials needed:

- one chair per participant
- ted talk space

The Feedback Chair activity aims to provide team members with the opportunity to give and receive constructive feedback in a safe and supportive environment. The activity helps team members learn how to communicate effectively, provide actionable and relevant feedback, and build trust and respect among team members. By sharing feedback with each other, team members can identify areas for improvement, celebrate their strengths, and work towards common goals.

Start with a brief discussion with the group about what feedback is, why it's important, and the principles of constructive feedback. (You can find more materials about this in the Get inspired section)

Set up a circle of chairs, and place one chair in the circle's center. This chair will be referred to as the "hot chair".

Now is the time to practice giving constructive feedback. Explain that each team member will take turns sitting in the hot chair and receiving feedback from the group.

Plan of Lesson 2



Main Activities:

When a team member is in the hot chair, they should state what specifically they would like feedback on, such as their performance, role in the team, or results.

The other team members should provide feedback, keeping in mind the principles of constructive feedback, which were discussed earlier. Set a time limit for each team member's visit to the hot chair to ensure the activity stays on track.

While sitting on the hot chair, the team member should refrain from reacting to individual comments. However, you can give them time for reactions and questions once the feedback round is over and before the next team member takes the chair.

Encourage everyone to have fun and be constructive during the activity. Remember to also debrief with the group after the activity, discussing what they learned and how they can apply the feedback they received in their work.

Note:

It is possible to adapt this activity by not giving feedback about the person in the middle but to provide participants with a fictional character if this activity might be too sensitive for your group.

Lesson 2

Get inspired



RiseVision: “Classroom Communication: Why it Matters and How to improve it”

<https://www.risevision.com/blog/classroom-communication-why-it-matters-and-how-to-improve-it>

Ted Talk : “Ten Ways to Have a Better Communication”

https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation

Teaching Students to Give Peer Feedback

<https://www.edutopia.org/article/teaching-students-give-peer-feedback>

Forbe: “The Art OF Delivering Constructive Feedback”

<https://www.forbes.com/sites/forbesbusinesscouncil/2023/02/09/the-art-of-delivering-constructive-feedback/?sh=6ef8362f77a3>

Lesson 2

Consolidation of Knowledge:



To strengthen learnings from this unit, please ask your students to answer these questions:

- How do you usually react to conflicts in real life? How could it work better?
- What new strategies did you learn during this unit? Which of them would you like to try out in real life?
- What are the things you should still practise more? And what could help you?
- What strategies would you use in real life and in what situations?
- What is your main takeaway from this unit?

Guide the discussion as see fit depending on the groups activity and dynamics.

Lesson 3



Lead with a heart

Keywords for you:

Leadership, leadership styles, problem solving, self-confidence and self-esteem

In a team, there are different roles that each member plays, and each of these positions is equally important. A team functions at its best when each member has clearly defined responsibilities and every role needed to achieve the team's goal is executed effectively.

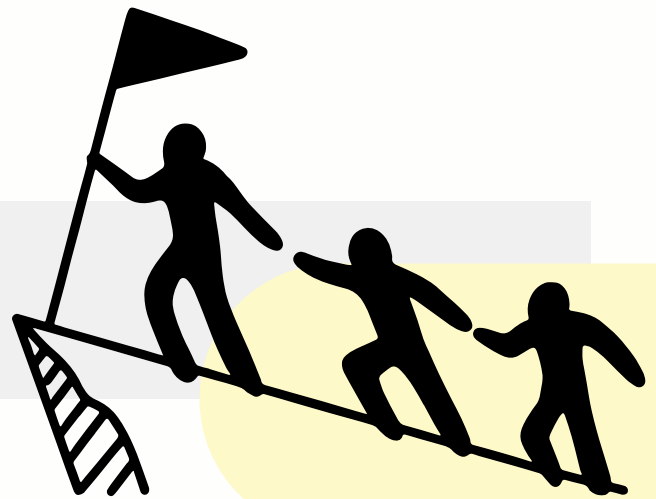
One of the most recognized roles in a team is that of a leader. Being a leader comes with specific responsibilities and characteristics, which we will discuss further. Leadership is often associated with benefits, discipline, success, and power. However, a true measure of a successful leader is a happy, healthy, and motivated team. It's important to note that the leader is also a team member.

Leadership is a complex and multifaceted concept studied and debated by scholars and practitioners for decades. At its core, leadership involves the process of influencing and guiding others toward a shared vision or goal. It is often seen as a key factor in the success of communities, as effective leaders can inspire and motivate employees to achieve their full potential and work towards the organization's objectives.

Kurt Lewin developed one of the earliest and most influential leadership theories in the 1930s. Lewin's model of leadership identified three distinct leadership styles: authoritarian, democratic, and laissez-faire. Authoritarian leaders tend to make decisions without input from their team members.

Lesson 3

Lead with a heart



They are focused on control, while democratic leaders seek input from their team members and prioritize collaboration and participation.

Laissez-faire leaders are more hands-off and provide little direction or guidance to their team members.

Since Lewin's model, numerous other theories and approaches to leadership have been developed, including situational leadership, transformational leadership, and servant leadership. Situational leadership suggests that the most effective leadership style depends on the situation at hand and requires leaders to adapt their approach accordingly. Transformational leadership focuses on inspiring and motivating team members to work towards a shared vision, while servant leadership emphasizes the importance of putting the needs of others first and serving the greater good.

In recent years, there has been increasing interest in the study of inclusive leadership, which seeks to create a more diverse and inclusive workplace by valuing and leveraging all team members' unique perspectives and contributions. Additionally, there has been a growing recognition of the importance of ethical leadership, which involves leading with integrity, transparency, and a commitment to ethical principles.

Overall, the study of leadership continues to evolve and expand as researchers and practitioners seek better to understand this important concept's complex and dynamic nature.

Plan of Lesson 3

Introduction/ Warm Up to the Activities:

The activities presented in this Unit, can be used to explore leadership from various viewpoints, understand students' leadership styles, and develop their leadership skills. These exercises are based on research and will not only help them gain self-awareness but also equip them with the ability to collaborate with others, including other students, clients, colleagues, or team members.



Plan of Lesson 3



Main Activities:

Name of exercise 1 :What type of leader are you?

Materials needed:

- laptop or smartphone for each participant with internet access

The "What type of leader are you?" activity aims to help individuals identify their unique leadership style through a leadership inventory test. By understanding their leadership style, participants can learn about their strengths and weaknesses and develop their leadership skills to become better supports for their teams. The activity also encourages participants to understand and reflect on the different leadership styles and their impact on team performance, promoting a deeper understanding of effective leadership.

To lead this activity, you will need to follow these instructions:

Begin by introducing the concept of leadership styles and their impact on performance. Explain that each leadership style has its strengths and weaknesses. (You can find more information in the Get Inspired section of this Unit)

Provide participants with a leadership inventory test that they can take to identify their leadership style: Leadership Style Quiz: 12 Clever Questions to Identify your Style (usc.edu)

Instruct participants to take the test individually, allowing them enough time to read and answer each question carefully.

Plan of Lesson 3



Main Activities:

After everyone has completed the test, collect the results and group participants based on their leadership style.

Encourage participants to share their results with the small group and discuss their leadership style's strengths and weaknesses.

After small groups finish their debriefing, ask each group to present their leadership style to the rest of the group. Each group should present the leadership style they represent.

After the presentations, lead a group discussion on the different leadership styles, their advantages and disadvantages, and how they impact team performance.

Encourage participants to reflect on their leadership style and consider how they can leverage their strengths and address their weaknesses to become better leaders.

Close the activity by summarizing the importance of understanding one's leadership style and how it can be used to become better support for the team.

Plan of Lesson 3



Main Activities:

Name of exercise 2: What to do?

Materials needed: n/a

This activity aims to help students develop their leadership and communication skills by practicing different leadership styles and communication strategies in a scenario-based setting. It also aims to promote critical thinking and reflection by encouraging students to analyze the different approaches and reflect on what worked and did not. Additionally, the activity helps students to understand what qualities and skills are required to be an effective leader in various situations.

To lead this activity, please follow these steps:

1. Divide the class into groups of 4.
2. Each group will perform a small theater.
3. Each group will have one volunteer play the "employee" role who has gotten in trouble, for example, missed meetings, been late to work, missed a deadline, etc. You can create the scenarios beforehand or create them together with the students.

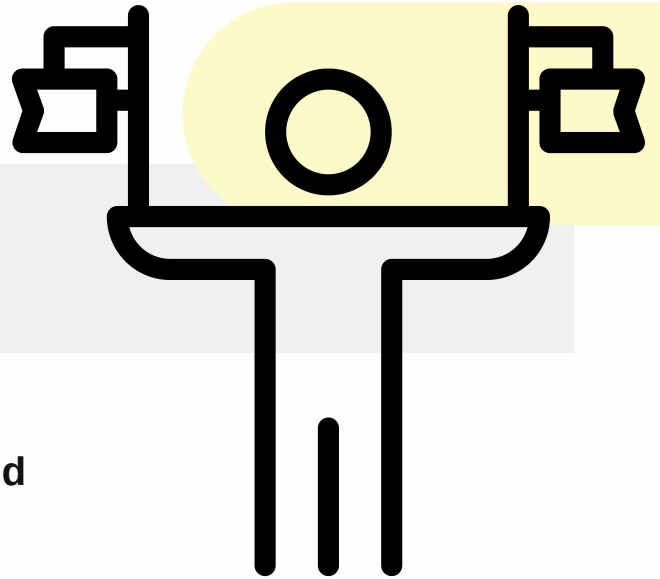
Plan of Lesson 3



Main Activities:

4. Explain the chosen scenario to the other three group members, and assign each one a different style of leadership and communication to demonstrate with the "employee". These styles could include authoritarian, democratic, or laissez-faire leadership or other types checked in the previous exercise.
5. Once the roles have been assigned, allow time for the group to prepare for their demonstration. Encourage them to think about how they will approach the situation and how they will communicate with the "employee."
6. Once the group are ready, allow each group to demonstrate their approach with the "employee". The rest of the classmates should observe and take notes on the different approaches.
7. After each demonstration, ask the whole group to reflect on the different leadership styles and communication strategies used. Encourage them to discuss what worked and what did not and consider each approach's strengths and weaknesses.
8. Finally, facilitate a brief discussion on what the "ideal" leader would do in this scenario and encourage students to share their insights and ideas.

Plan of Lesson 3



Main Activities:

Name of exercise 3: Leader of the blind

Materials needed:

- Blindfolds
- A spacious, safe environment

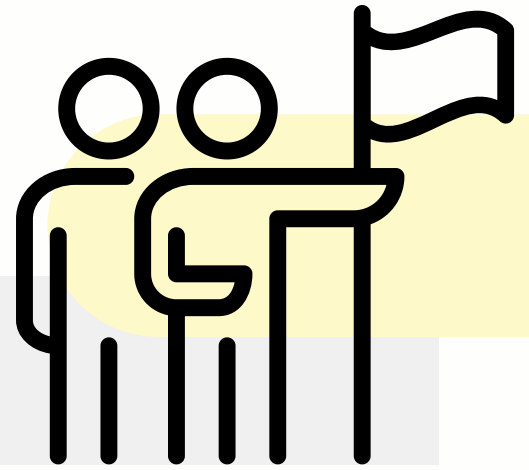
The aim of the "Blindfolded Walk" activity is to develop the skills of leadership and trust-building in a teamwork setting. Participants will practice guiding and being guided by a partner while blindfolded. This activity will help participants to understand the importance of clear communication and trust in successful teamwork. It can also help to build relationships between participants and improve their ability to work effectively together.

The activity is recommended for venues with direct access to open but secured areas such as sports fields or gardens. Open spaces must be isolated, with no traffic or other external threats. The activity can also be done inside, but it is necessary to have a spacious area with minimal obstacles.

Here are the instructions for leading the "Blindfolded Walk" activity:

1. Divide the group into pairs.
2. Explain to the participants that their task is to take a pleasant walk in pairs. However, one person in each pair will be blindfolded using a scarf.

Plan of Lesson 3



Main Activities:

3. The sighted partner will be responsible for guiding the blindfolded partner during the walk. They can choose to hold hands, use other body parts for guidance, or give verbal instructions.

4. The pairs can decide on their destination and route, but they must stay within the designated area and return to the starting point within the specified time limit (10-15 min is usually enough).

5. After the time limit, the partners will switch roles, with the sighted partner becoming blindfolded and the previously blindfolded partner now giving guidance.

Note: Pay extra attention to the safety topic in this activity. Ensure all participants know the responsibility of guiding the "blind person" safely through the journey!

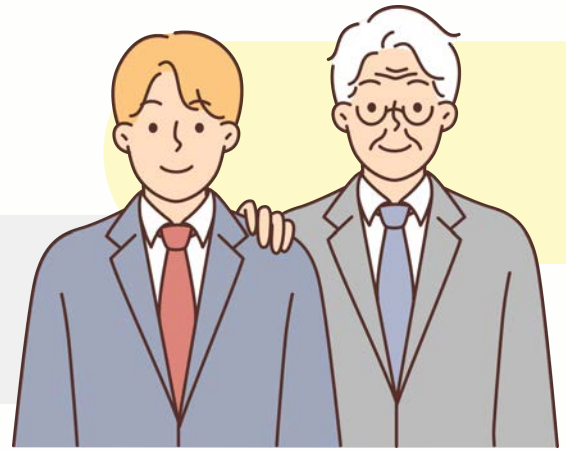
During the debriefing session, encourage participants to reflect on their experiences. Ask questions like:

- How did it feel to be blindfolded? To guide someone else?
- How did you communicate with your partner? What worked well? What didn't?
- How did you build trust with your partner?
- How did you feel when you had to switch roles?

While debriefing, emphasize that the skills of leadership and trust-building are crucial in teamwork and successful communication.

Plan of Lesson 3

Main Activities:



Name of exercise 4: "Who do you admire and why?"

Materials needed:

- Printout of the worksheet: [Microsoft Word - Who Do You Admire.docx \(teentruth.net\)](#)
- Pens for writing

The "Who do you admire and why?" activity aims to encourage students to examine leadership role models and identify the qualities they admire in them that they would like to develop in themselves. By completing the worksheet and reflecting on their answers, students can better understand their values and goals and develop their critical thinking skills and self-awareness. This activity can help students become better leaders and team members, both personally and professionally.

Here are the instructions to lead the "Who do you admire and why?" activity:

1. Introduce the activity: Explain to the students that they will be examining leadership role models and the qualities they admire in them that they would like to develop in themselves.
2. Provide the worksheet: Give each student a copy of the "Who Do You Admire?" worksheet, either in print or digitally: [Microsoft Word - Who Do You Admire.docx \(teentruth.net\)](#)

Plan of Lesson 3

Main Activities:



3. Ask the students to take some time to think about leaders they admire, either in their personal or professional lives. They should then fill out the worksheet by writing the name of the leader they admire and the specific qualities that they admire in them.

4. After the students have completed the worksheet, please encourage them to reflect on their answers. Ask them to think about how they can develop those qualities in themselves and what actions they can take to do so.

5. If time permits, you can invite students to share their answers with the class. This can encourage discussion and learning from each other.

6. Conclude the activity and encourage students to continue reflecting on their role models and the qualities they admire in them.

Plan of Lesson 3

Main Activities:

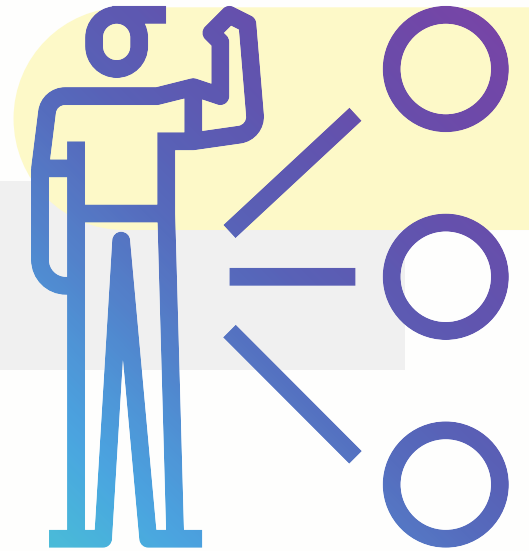
Name of exercise 5: Perform!

Materials needed:

- props for the play, if needed (not mandatory)

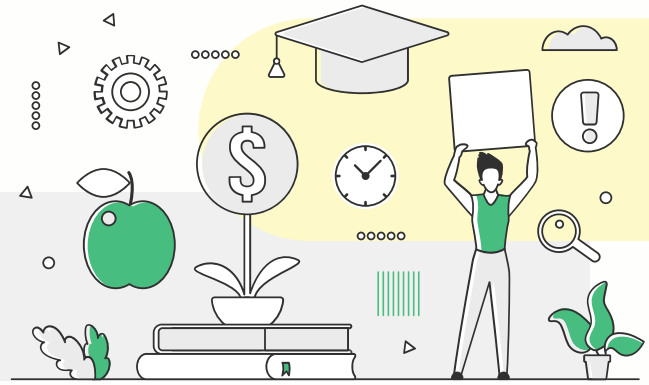
The goal of the "Perform!" improvisation activity is to encourage team bonding and develop communication skills, self-awareness, self-confidence, and creativity among participants. The activity aims to help participants listen, pay attention, think creatively, and work together as a team by improvising and performing short theatre acts based on audience suggestions. The fun and engaging nature of the activity can also help participants feel more relaxed and comfortable with one another, thereby promoting team bonding and building stronger relationships. Improvisation can be a fun and engaging way to improve communication skills and team bonding. This activity will help participants build self-awareness, self-confidence, and creativity. Here are the instructions on how to lead the "Perform!" improvisation activity:

1. Divide the group into two: audience and performers.
2. Ask the audience members to come up with different suggestions for the location, profession, and scenario (e.g., coffeehouse, cop, and purchasing a doughnut). Encourage them to come up with fun and creative ideas.



Plan of Lesson 3

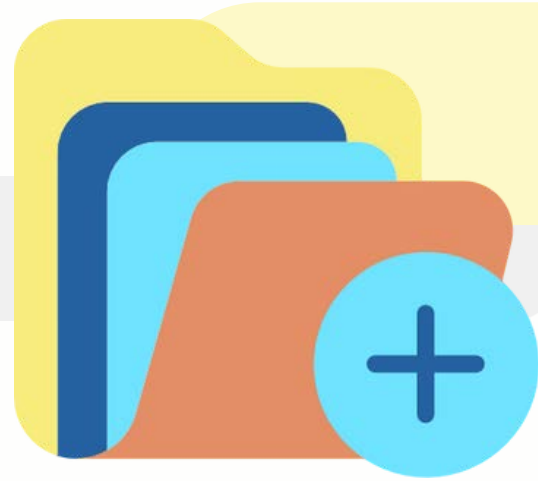
Main Activities:



3. Once the suggestions have been collected, ask the performers to come forward.
4. Announce the location, profession, and scenario that the performers will use to improvise and perform a theatre act.
5. The performers should take a few minutes to discuss and plan their act.
6. Once the performers are ready, they should start their improvised act based on the suggestions given.
7. Encourage the audience to cheer and applaud the performers after their act.
8. After the performance, switch the roles of the audience and performers and repeat the activity with new suggestions.
9. For the debriefing, we suggest asking participants if they would like to share anything they just experienced. Depending on the answers to drive the discussion in a direction that is important for the students.

Lesson 3

Get inspired



Indeed: "Leadership Styles"

<https://www.indeed.com/career-advice/career-development/10-common-leadership-styles>

Study.com: "Leadership lesson For Kids"

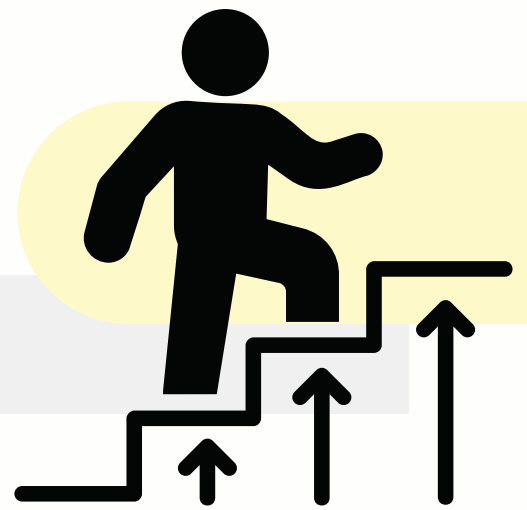
<https://study.com/academy/lesson/leadership-lesson-for-kids-definition-styles.html>

Harvard Business Review: "Research: How Leadership Experience Affects Students"

<https://hbr.org/2017/02/research-how-leadership-experience-affects-students>

Lesson 3

Consolidation of Knowledge:



To evaluate the knowledge gained in this Unit and to wrap up the Leadership topic, we suggest that you facilitate a peer-to-peer feedback session. The purpose of this exercise is to identify individual strengths and areas for improvement within the team while also practicing leadership skills. To begin, ask your group to divide themselves into pairs. Provide your students with the prompts listed below and ask them to finish the sentence based on their knowledge and experience with their partner of discussion.

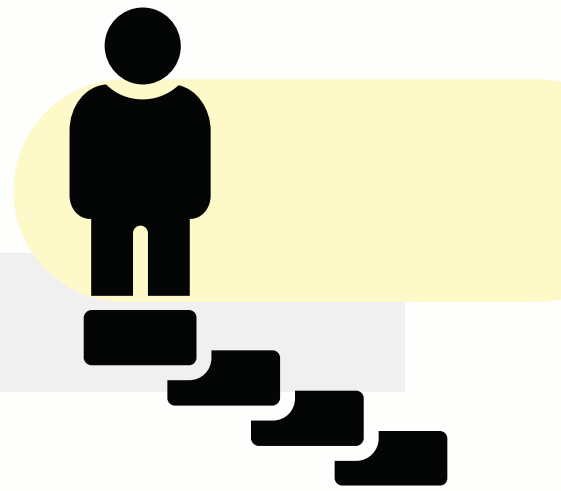
Prompts:

- I admire you/when you...
- I appreciate you/when you...
- In my opinion, you still need to work on...
- You seem to struggle with...
- I think you...

Encourage your students to be honest and constructive with their feedback. Remind them of the importance of giving and receiving constructive feedback that is focused on growth and development.

Lesson 3

Consolidation of Knowledge:



After the peer review session, encourage your students to reflect on the feedback they received and evaluate which feedback is valuable and resonates with their personal growth.

As the second part of this activity provide them with similar prompts to assess themselves:

Prompts:

- I think I am good at...
- My team benefits because I...
- I still need to work on...
- I struggle with...
- I think I...

This exercise will not only help your students build self-awareness and grow in new ways but also help them become better team members by focusing on individual and team strengths and areas for improvement.

Module Knowledge Assessment:

<https://docs.google.com/forms/d/e/1FAIpQLScYscMyF2YppcCI7LyvTkmMDRk2Cn5wKpfBuX2LDZ4lCdaKEg/viewform>

Module 6: TEAMWORK AND CONFLICT MANAGEMENT

Module Summary

The purpose of this module is to assist you in leading activities with your students that will improve their ability to work individually and as a team. In addition, it is intended to help them develop skills to resolve conflicts when they arise.

We also hope that the content will help your students become more self-aware of their own behaviours and emotions and provide them with methods for stress management to improve their overall well-being

About the authors

Ieva Fridmane, Slovakia

I am a passionate youth worker and trainer who loves her job with international experience in education - both formal and nonformal. The scope of my work is wide, but mainly focused on team building, personal growth, growth mindset, self-awareness and leadership for youth workers, educators, teenagers, and young adults. Another one of my passions I also have is developing educational resources and designing training methodology.



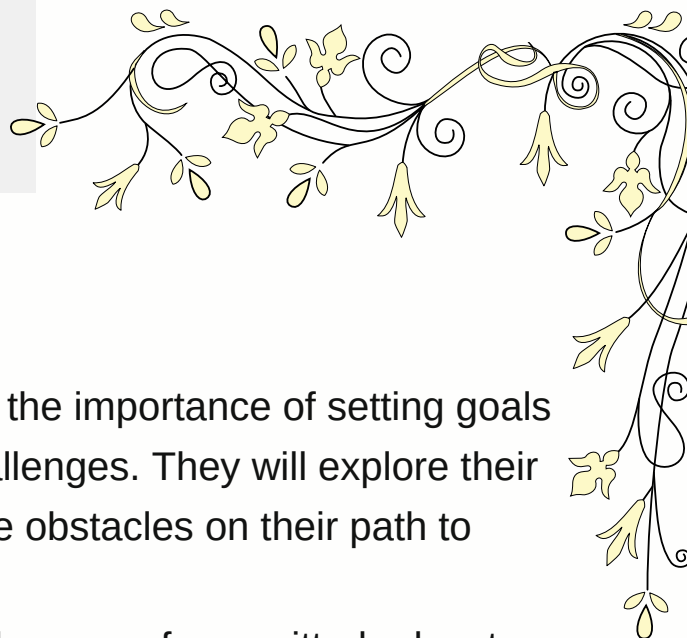
Module 7

GOAL SETTING AND PERSISTENCE



In our dynamic world, understanding one's purpose and continuously striving towards it is paramount. Goal setting isn't just about charting a course for the future; it's about instilling a mindset of determination and resilience. This module is meticulously crafted to empower students with the techniques of effective goal setting and the mental fortitude to persist in their endeavours. Together, we'll delve into the facets of S.M.A.R.T goals, the psychology behind persistence, and the art of overcoming obstacles.

Invitation to the module



Dear Teachers,

In this module, your students will learn about the importance of setting goals and how to persist even when faced with challenges. They will explore their own potential and discover ways to overcome obstacles on their path to success.

This module, like every other, thrives under the care of committed educators like you, whose aim is to foster the growth and well-being of their students.

Recognizing that every classroom is its own microcosm, with distinct challenges and strengths, we've designed this module to be as adaptable as possible. The exercises, discussions, and activities have been structured to cater to the varied needs, ages, and dynamics of your students. To further assist, each segment comes replete with supplemental details, catering to those who wish to probe further into the intricacies of goal setting and persistence.

Developing these competencies will inevitably contribute to laying the foundations of one of the most valuable attitudes - that of the future entrepreneur.

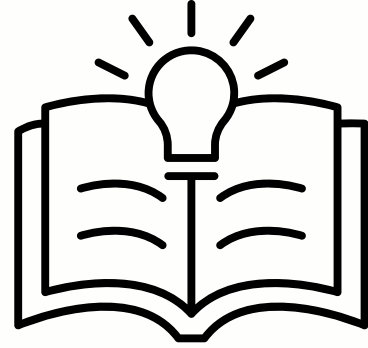
Your pivotal role as an educator in this task cannot be overstated. The ambiance of trust and understanding you foster is the crucible in which these skills will be honed. As your students embark on this journey of self-discovery and determination, your guidance will illuminate their path, aiding them in not just setting goals, but also in steadfastly pursuing them in all walks of life..



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



By the end of this module students should be able to:

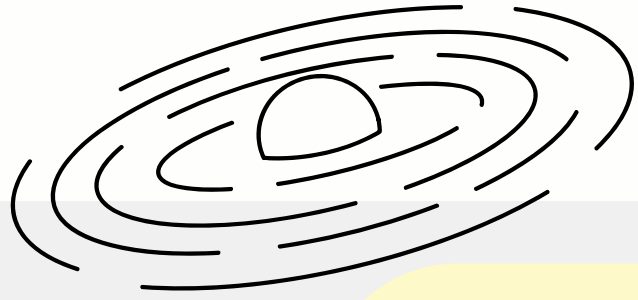
- By the end of the module, students should be able to:
- Understand the concept of goal-setting and its importance in achieving success.
- Develop their own SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) to achieve their desired outcomes.
- Have started learning about how to break down their goals into manageable tasks and create action plans to work towards them.
- Explore different strategies to maintain focus, motivation, and persistence, even when faced with setbacks and obstacles.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1



You are a Universe

Keywords for you:

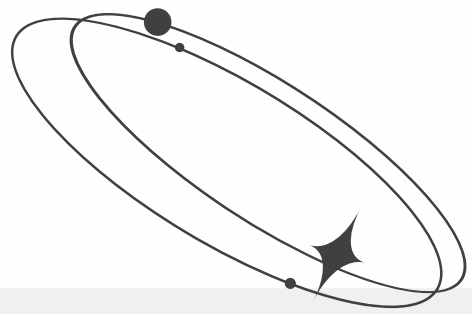
Talent, goals, record,
potential

Before you start with, here are some concepts that you might need to get familiar with in order to feel prepared for this and for the following unit:

Goal-Setting Theory: This theory suggests that individuals are motivated by the pursuit of specific goals. What makes it applicable is that it places special emphasis on the power of ambitious goals—goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (S.M.A.R.T). As an educator of teenagers, you possess the unique ability to harness this theory in a transformative way. You can guide them in crafting not just any goals, but deeply meaningful and fully attainable ones. Moreover, you can empower them to deconstruct these aspirational aims into manageable, bite-sized steps. Your influence in this developmental stage is invaluable, and the skills you impart will equip them for the challenges and opportunities that lie ahead.

Grit Theory: This theory proposes that success is not solely based on talent or intelligence, but also on perseverance and passion. Teachers can use this theory to help students understand the importance of developing a growth mindset and not giving up when faced with obstacles. By helping them grasp the profound value of grit, you're not just teaching a theory—you're equipping them with a resilience that will serve them well in every endeavour they undertake.

Lesson 1



You are a Universe

Keywords for you:

Talent, goals, record,
potential

Self-Determination Theory: Imagine a learning environment where students don't just feel like attendees, but active participants. This theory equips you with the tools to create precisely that—a classroom that fosters not just academic learning but personal growth. By implementing the tenets of Self-Determination Theory, you can encourage a sense of belonging that makes every student feel valued and understood. But it goes even further. You have the power to ignite a sense of ownership in your students, guiding them to take the reins of their own educational journey and goal-setting endeavours. This theory focuses on intrinsic motivation and the importance of feeling autonomous, competent, and connected to others.

Maslow's Hierarchy of Needs: This theory proposes that individuals have a hierarchy of needs that must be met before they can reach their full potential. It can serve as a comprehensive roadmap for you to identify and address the foundational needs of your students, ranging from basic physiological requirements to the need for esteem and belonging. Some teachers from our team like to discuss this theory with their students at the beginning of each school year to help students be better motivated about getting more sleep, eating properly and generally taking care of themselves.

Plan of Lesson 1

4169

Introduction/ Warm Up to the Activities:

1. Please invite students to read the Introduction to the Module in their materials. Then you can start with Unit 1. Ask the students what they think talent is and whether they believe everyone has some sort of talent or if only a chosen few are gifted. Prompt them to reflect on what they see when they look in the mirror in the morning and what their purpose and passion are.

Discuss the concept of setting records and the goals to achieve them. Ask students to guess what is the maximum number of times that two people managed to pass a ball without dropping it? After several suggestions from them, tell them the number: **4169** times.

2. Instruct your students that a fun challenge awaits them: the four individuals who come closest to guessing a predetermined real number will earn the privilege of becoming the initial members of four separate teams. Once these "team leaders" are identified, proceed to assign the remaining students to each of these newly-formed groups. But that's just the beginning—each team will then embark on a creative endeavour to define their identity.

Plan of Lesson 1

4169

Introduction/ Warm Up to the Activities:

Guide them in brainstorming and selecting a unique team name, an emblematic symbol, and an inspiring motto that encapsulates their collective spirit. Finally, elevate the stakes by introducing a record-setting challenge tailored to the skills and interests of the classroom. Whether it's a maths puzzle, a creative writing assignment, or a quick science experiment, let them vie for the top spot.

If you prefer to not set a challenge - you can let them choose one for themselves - perhaps they want to set a record for the quickest team to complete a puzzle, or maybe they want to collaborate on writing a short story.

To further help the students develop their entrepreneuring skills you can suggest providing each team with a hypothetical sum of money and a scenario (like planning a holiday or running a small business). They must budget accordingly and present their financial plans. Or you can provide them with Jenga game pieces and challenge them to build the tallest tower.

Plan of Lesson 1



Main Activities:

3. To introduce this game to your students, you will need a beach ball or balloon. Start by telling the groups that their task is to keep the ball in the air for a specified number of hits without letting it touch the ground. Remember, no one can touch the ball twice in a row. Ask each group how many hits they think they can manage and give them two minutes to come up with a strategy to keep the ball in the air. Have the groups go one at a time, and keep track of their number of hits. After they have one go, tell them that now they have the opportunity to reorganise their strategy before each attempt. Suggest that everyone within the team think of a role they would like to play in reaching the highest score. Then allow the teams to play again. The group with the highest number of hits in one single attempt wins. This activity teaches how goal setting and teamwork relate, and emphasises the importance of setting specific and achievable goals, creating strategies, and adapting them when necessary to accomplish goals as a team.

4. Start a discussion with your students about the importance of respecting everyone's potential for contribution and the richness that the world offers in regard to talents. Give them examples of unexpected talents like: contortionism, fire-eating, knife throwing, mimicry, speed reading, handwriting analysis, ambidexterity, and tongue rolling. Provide them with this [list of intelligences according to H. Gardner](#) and invite them to go around the stations and try and take note of which one interests them the most. Explain that it could be just one or more than one.



Lesson 1

Get inspired



Edutopia - Multiple Intelligences: New Horizons in Theory and Practice

This article provides an overview of Gardner's theory and includes practical tips for integrating multiple intelligences into the classroom. It also includes links to additional resources for further reading.



TeachThought - What Are Multiple Intelligences and How Do They Impact Learning?

This article delves into each of the eight intelligences and provides examples of how they can be nurtured in the classroom. It also includes a free downloadable poster for teachers to use as a reference.



Cult of Pedagogy - How to Use Multiple Intelligences to Reach Every Student

This blog post includes practical strategies for incorporating multiple intelligences into lesson planning, as well as links to additional resources and lesson plan examples.



EdSurge - 10 Ways to Integrate Multiple Intelligences into Your Classroom. This article provides specific ideas for incorporating multiple intelligences into classroom activities and assignments. It also includes a link to a free downloadable guide for teachers.

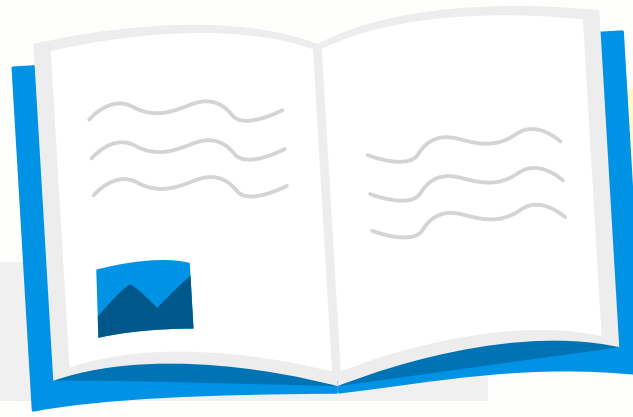
MindShift - How to Bring Multiple Intelligences to the Classroom

This article discusses the benefits of using multiple intelligences in the classroom and provides examples of how teachers can incorporate them into their teaching. It also includes a list of additional resources for further reading.



Lesson 1

Consolidation of Knowledge:



Offer students create a personal "MI profile" for themselves. After having taken a look at the MI stations, let them reflect on each one and rate themselves on a scale of 1-5 for how strong they feel they are in each area. Then, they can write a short paragraph describing how they might use each intelligence in their future goals, interests, or careers. After completing their MI profile, they can share their results with a partner or in a small group and discuss similarities and differences in their strengths and goals.

This activity not only encourages self-reflection but also helps students to recognize and appreciate the diverse strengths of their peers. Discuss the idea that every human being is born with enormous potential and that knowing your worth can bring a sense of satisfaction and happiness. Conclude the lesson by reminding the students that discovering their potential may not be easy, but that they have support to help them along the way.

Lesson 2



Not yet

Keywords for you:

Growth mindset, fixed mindset

As a teacher, it's important to understand the difference between a fixed mindset and a growth mindset - to help your students but also to improve your own life.

A fixed mindset, in essence, is the belief that one's abilities and talents are set in stone—born with you and unchangeable. Those who adhere to this mindset may avoid challenges to prevent failure, seeing it as a negative reflection of their inherent abilities.

Contrastingly, a growth mindset is rooted in the understanding that abilities and talents are fluid, and can be cultivated over time through dedication, strategic approaches, and constructive feedback. This mindset allows for the embrace of challenges, resilience in the face of setbacks, and the intrinsic motivation to improve.

One seminal experiment that brought this theory to the forefront was conducted by Carol Dweck, a leading psychologist in the field of motivation. Dweck tested the responses of children after they were faced with an obstacle. Some were praised for their intelligence, reinforcing a fixed mindset, while others were praised for their effort, nurturing a growth mindset.

Lesson 2



Not yet

Keywords for you:

Growth mindset, fixed mindset

The results were eye-opening: the children who received praise for effort showed greater persistence, more enjoyment, and even higher performance in subsequent tasks compared to those praised for intelligence.

In practical classroom terms, this means that fostering a growth mindset goes beyond mere words of encouragement. It involves praising the process—valuing the effort, the strategies used, the focus, the perseverance, and the improvement. It means encouraging students to set achievable yet challenging goals, and helping them understand that setbacks are a natural part of the learning process—a stepping stone rather than a stumbling block.

The concept of 'not yet,' as emphasised by Dweck, can also be a game-changer. When students say they can't do something, appending a simple 'yet' to the end of their statement can drastically alter their outlook, turning a moment of defeat into a moment of potential growth. So as we move forward, let's create a classroom culture rich in growth mindset principles. By doing this, we're not just teaching our students academic subjects, but also empowering them to believe in their capacity for growth, resilience, and ultimately, success

Plan of Lesson 2



Introduction/ Warm Up to the Activities:

Begin your class with an immersive and thought-provoking activity dubbed "A Person with Talents." In this exercise, students will collaborate in groups of four to tap into their creative sides while reinforcing the previous lesson's focus on recognizing individual potential and talents. Each group will be tasked with drawing a person on a large sheet of paper. Once the basic outline is complete, each student takes turns adding features to the character to symbolise their own unique talents and potential—maybe it's a musical note for a love of music or a paintbrush for artistic flair.

You could even incorporate academic subjects; perhaps a book to represent a talent in literature or a microscope for scientific curiosity. As each student adds to the drawing, encourage them to share why they chose that particular symbol and how it reflects their talents. After each group has finished, invite them to present their 'Person with Talents' to the class, thereby facilitating a discussion that highlights the diversity of skills and interests in your classroom. This activity serves not only as a revisiting of the previous lesson but also as a platform for students to celebrate their varied talents and understand that everyone has something valuable to bring to the table.

Plan of Lesson 2

Main Activities:



1. Introduce the concept of growth mindset by asking students if they have heard of it before and if they can define it. After gathering their initial thoughts, provide a concise definition yourself, citing psychologist Carol Dweck's foundational work on the concept. Invite them to read the unit in the students' course.

2. Quickly touch on how a growth mindset can significantly impact our approach to challenges and failure, especially in academic settings. Engage students by asking them to reflect on personal experiences where their mindset impacted their approach to a challenge, and query them about strategies they use when facing difficulties. Conclude by emphasising that adopting a growth mindset can be transformative in overcoming both academic and personal hurdles, and let them know that this will be a theme explored throughout the course.

Plan of Lesson 2

Main Activities:



3. Distribute the handouts on fixed and growth mindsets and ask students to read them quietly. Ask students to share their thoughts on the differences between fixed and growth mindsets with a partner, then with the whole class. Ask students to reflect on their own mindset and share whether they tend to have a fixed or growth mindset.

4. Introduce an interactive activity called "**Mindset Shift**" to engage teenagers in understanding the nuances between a growth and a fixed mindset. Divide the class into two groups and provide each group with a set of index cards, half of which contain fixed mindset statements like "I'm not good at maths," and the other half with growth mindset statements like "With practice, I can get better at maths." Have each group categorise the cards into two piles, 'Growth' and 'Fixed,' and then discuss among themselves why they placed each card in its respective pile. After the categorization, challenge each group to convert the fixed mindset statements into growth mindset statements, encouraging a classroom discussion on how a shift in language can signify a shift in mindset.

Lesson 2

Get inspired



MindsetWorks: This website offers professional development courses for educators that teach them how to foster a growth mindset in their students. They also offer a variety of resources, including articles, videos, and lesson plans.



Stanford University's Project for Education Research That Scales (PERTS): PERTS offers a variety of resources for educators to help students develop a growth mindset. Their website includes free online courses, research-based instructional materials, and tools for assessing students' mindsets.



Teaching Channel: This website offers a collection of videos and lesson plans focused on developing a growth mindset in students. The videos and lesson plans are created by teachers and are aligned with Common Core State Standards.



Edutopia: This website offers articles, videos, and resources for educators that teach them how to promote a growth mindset in their students. The resources are divided into grade-level categories and cover a variety of subjects.



Carol Dweck's TED Talk: Carol Dweck is a psychologist and researcher who is known for her work on growth mindset. Her TED Talk, "The Power of Believing That You Can Improve," provides an introduction to the concept of growth mindset and its importance.

Lesson 2

Consolidation of Knowledge:

Ask the students to write down one thing they learned about growth mindset in today's class. Split them into groups of 4-5 people and invite them to prepare a poster about growth and fixed mindset.

Give them 15 minutes to do it and walk around to offer assistance and support. Have them present the posters after they are done. Close the class by reminding students that they have the power to develop a growth mindset and achieve their goals through hard work and perseverance.



Lesson 3



Why Marathon and not a Race

Keywords for you:

Effort, short-term goals, long-term goals

As a teacher, you play an important role in helping your students achieve their goals. In Unit 3, the focus is on the power of goal-setting and how it can help students reach their desired destinations. It's essential to understand that goals come in two forms: short-term and long-term.

Short-term goals are directly connected with the present - taking action and achieving results quickly. As a teacher, you can encourage your students to set short-term goals that will help them achieve their long-term goals. For example, if a student wants to improve their grade in a particular subject, you can help them create a list of topics to study for the next two weeks and encourage them to participate actively in class. This will demonstrate to them that they can achieve their goals through action and effort.

On the other hand, long-term goals require patience and planning. You can help your students set long-term goals by breaking them down into smaller, short-term goals that are more manageable. For example, if a student's goal is to become a lawyer, you can encourage them to set a goal of studying two lessons per week for their upcoming exams. This way, they will be able to achieve their long-term goal gradually and with more ease.

It's crucial to help your students understand the importance of setting realistic and achievable goals. Unrealistic goals can be discouraging and can cause them to lose motivation.

Plan of Lesson 3

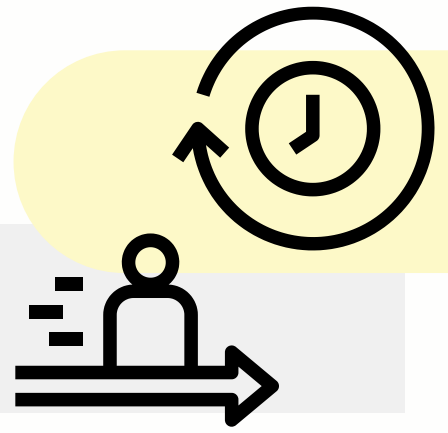
Introduction/ Warm Up to the Activities:

Invite the students to take a look at their units. Start a discussion about psychological qualities that athletes need to run a marathon and to run a race. Are they different from one another? Discuss the similarities and differences between the two.



Plan of Lesson 3

Main Activities:



1. Invite students to read the rest of the unit. Then ask them to share their short-term and long-term goals and how they plan to achieve them. You can use this explanation:

2. Short-term goals are like sprints and long-term goals are like marathons. Short-term goals are things you want to achieve in the near future, usually within a year or less. Long-term goals are more like marathons, taking longer to achieve, usually several years.

3. Share examples of short-term and long-term goals and explain the benefits of each type.

4. In this activity, divide the class into two groups: one representing a "Growth Mindset" and the other a "Fixed Mindset." Provide each group with a hypothetical scenario involving a student facing an academic challenge, such as improving a grade in math or learning a new language. Ask each group to brainstorm and list out the steps their character would take to achieve the goal, keeping in mind their assigned mindset.

Plan of Lesson 3

Main Activities:



Afterward, bring the class back together for a discussion. Compare the strategies of the Growth Mindset group with those of the Fixed Mindset group. Discuss how each approach can either facilitate or hinder the achievement of goals. Highlight the benefits of setting and working towards achievable goals, especially when approached with a Growth Mindset. This will provide a practical framework for students to understand the impact of mindset on goal-setting and achievement.

5. Invite students to Guess the Goal: In this game, each student writes down a goal they have on a small piece of paper and folds it up. The goals are then collected and redistributed at random. Each student then takes a turn reading their goal out loud and the rest of the class tries to guess whose goal it is. This game helps students practice articulating their goals and encourages the class to listen actively.

Lesson 3

Get inspired



Teaching Children to Set Goals and Develop Action Plans - This article provides teachers with practical tips and strategies for helping students set short-term and long-term goals, including how to break down large goals into smaller, more manageable steps. It also includes examples of goals that students can set for academic, personal, and social development.



Goal-Setting for Students: Tips and Examples - This resource from the Teach Starter website provides teachers with a comprehensive guide to goal-setting for students, including the difference between short-term and long-term goals. It also includes examples of goals and a goal-setting worksheet that teachers can use in their classrooms.



Helping Students Set Goals for the New Year - This resource from Scholastic provides teachers with guidance on how to help students set goals for the new year, including the importance of setting both short-term and long-term goals. It also includes a goal-setting template that teachers can use with their students.



Teaching Persistence to Teenagers - This resource offers advice on how to teach teenagers the value of persistence and how to develop a growth mindset. It includes tips on how to help teenagers overcome obstacles, set achievable goals, and learn from their mistakes.

Lesson 3



Consolidation of Knowledge:

Print out the quotes about setting goals and cut them into two or three parts. Hide each part of the sentence in different locations around the classroom or school. On the back of each sentence write a hint as to where to find the next one. Make sure to keep a record of where each part is hidden so that you can check that all parts have been found. Divide the class into teams of two or three students each. Give each team a starting point where they will find the first part of their first sentence. Instruct the teams to search for the other parts of the sentence that match the first part they found. Once they have found all the parts of the sentence, they should bring them to you or another designated teacher to check that the sentence is correct. After all the sentences have been found and correctly assembled, ask each team to read out their sentences to the class.

Discuss how setting goals can help with persistence and overcoming challenges. Have students reflect on the lesson and write down one thing they learned about goal-setting and persistence.

Lesson 4



Bullseye

Keywords for you:

Planning, prioritisation, list

One key concept in goal setting to emphasise is the importance of effective planning and prioritisation. Encourage your students to be clear about their goals and to break them down into manageable tasks. Encourage them to prioritise their tasks and to review their progress regularly. Help them understand that setbacks and obstacles are a natural part of the process, but that with persistence and hard work, they can overcome these challenges and achieve their goals.

Another important point to underline is the value of persistence. Remind your students that persistence is not something that is inherited at birth, but rather something that can be acquired through practice and determination. Encourage them to develop a growth mindset and to view challenges as opportunities for growth and learning.

Be sure to provide your students with practical tools and techniques for setting and achieving their goals. Help them understand the importance of starting with the big picture and being specific about their goals. Encourage them to write their goals down and to develop a plan with actionable steps and realistic deadlines. Encourage them to take action and to stay focused on their goals, even when things get tough.

By teaching your students these valuable skills and techniques, you can help them unlock their full potential and achieve success both inside and outside of the classroom. So take the time to invest in your students' growth and development, and help them become the best versions of themselves that they can be.

Plan of Lesson 4

Introduction/ Warm Up to the Activities:



1. Remind students of what they learned in the previous units about human potential, growth mindset theory, and goals. Explain that the focus of this unit is on effective planning and prioritisation, which is essential for achieving goals.

2. Invite them to read the next unit and help introduce the five tips for effective goal-setting that were mentioned in the unit. Emphasise the importance of persistence in achieving goals by showing the video "The Importance of Persistence."

3. Divide students into groups of four and give them 30 minutes to set two specific goals: one short-term and one long-term. Encourage students to apply the SMART approach when writing the group goals. Now Instruct students to create a detailed plan on how they are going to achieve their goals and include checkpoints to track their progress. Advise students to describe possible obstacles and preventive measures and discuss ways to maintain motivation. Tell students to set a final date for their achievement. Walk around and offer assistance as needed.

Lesson 4

Get inspired



What are SMART Goals? - This resource from TeachThought provides a detailed explanation of SMART goals and how to use them in the classroom. It also includes examples of SMART goals for students and teachers.



How to Help Students Set SMART Goals - This article from Edutopia offers practical tips for teachers to help their students set SMART goals. It includes a step-by-step guide and a downloadable template for students to use.



SMART Goals for Students: Definition and Examples - This resource from Study.com provides a clear definition of SMART goals and offers examples of how to apply them to student learning. It also includes a quiz for teachers to check their understanding.



SMART Goals for Teachers: Examples and Tips - This blog post from WeAreTeachers offers examples of how teachers can use SMART goals to improve their teaching practice. It also provides tips for setting and achieving SMART goals.



Goal-Setting Toolkit for Teachers - This toolkit from the National Education Association includes resources for teachers to help their students set and achieve SMART goals. It includes lesson plans, activities, and printable materials.

Lesson 4

Consolidation of Knowledge:



Invite students to present their group goals in front of the others. Set reminders to yourself to track those goals with students in the following weeks and months. This is a very important part of the exercise, otherwise it is ineffective.

In front of the class, set yourself a long-term **SMART** goal and invite them to track it with you.

Summarise the key points of the activity and highlight the importance of effective planning and persistence in achieving goals. Ask students to reflect on their experience and how they can apply what they learned in their own lives.

Module Knowledge Assessment:

https://docs.google.com/forms/d/e/1FAIpQLSfW3u23S1O2BZtdVMOyoSXY6P4FPVVE0oXyN1J6smg0W_1uzg/viewform

Module 7: GOAL SETTING AND PERSISTENCE

Module Summary

As a teacher, you're not just imparting knowledge; you're shaping character. You're the coach on the sidelines, the guide on the path, the nudge that pushes your students out of their comfort zones and into a world brimming with potential. This module isn't just another "how-to" guide; it's a life toolkit your students will carry long after they leave your classroom.

So, to help students consolidate the knowledge from the module, you can play one final game - and one of cards. It is very simple, actually. Split them into groups of four and provide each team with a deck of cards, sticky tape and 20 toothpicks. Their task is to plan and execute the plan about building the a) tallest or b) the sturdiest tower. Give them 30 minutes for this task - 10 minutes to plan and 20 to execute it.

About the authors

Yordan Angelov, Bulgaria

I am an economics and entrepreneurship teacher in PGSAG VET school. Passionate about helping students build a deep understanding of the complex and fascinating subject matter. My teaching style, which focuses on making learning fun and engaging, has earned me love from peers and students alike for its effectiveness in boosting student knowledge and confidence.



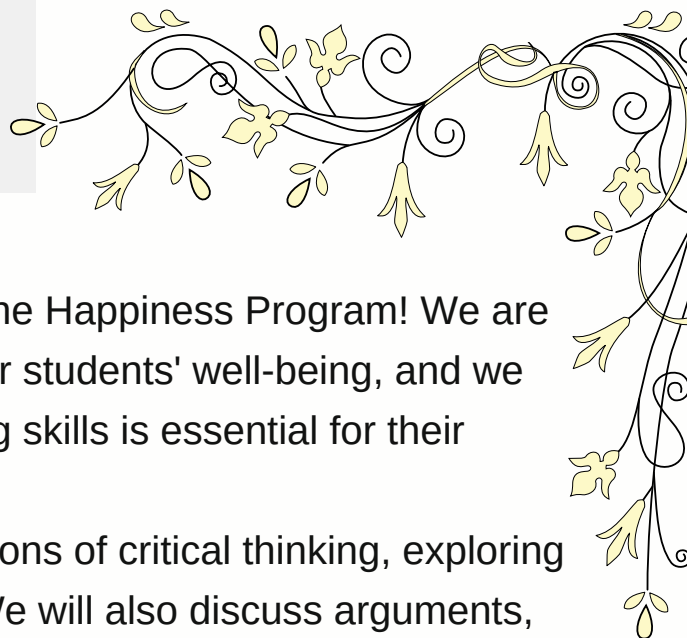
Module 8

CRITICAL THINKING



Encourage your students to excel in their thinking by guiding them to ask questions and not just accept everything at face value. Teach them to be open to new ideas, while also developing the ability to discern when an alternative approach might be more effective. This will empower them to discover improved solutions and elevate their critical thinking skills, ultimately contributing to their well-being and success.

Invitation to the module



Dear Teacher,

Welcome to the Critical Thinking module of the Happiness Program! We are grateful for your dedication to supporting your students' well-being, and we believe that developing strong critical thinking skills is essential for their growth and overall happiness.

In this module, we will delve into the foundations of critical thinking, exploring its definition, purpose, and main elements. We will also discuss arguments, their structure, and how to evaluate them. By engaging with real-life examples, students will learn to apply critical thinking in both personal and public situations. Additionally, we will address common traps in thinking and ways to avoid them.

Critical thinking skills will prove invaluable to students in their future careers and entrepreneurial endeavors by enabling them to analyze information, evaluate options, and make sound decisions.

Please review the activities outlined in this module and feel free to adapt them as needed to best suit your students' age and abilities.

By the end of this module, students should be able to:

- Define critical thinking and explain its purpose.
- Identify and explain the main elements of critical thinking.
- Break down a problem or question into its core components.
- Ask pertinent questions to arrive at logically plausible reasoning.
- Recognize and evaluate arguments using established criteria.
- Apply critical thinking skills in various contexts.
- Identify and describe at least three common traps in thinking.

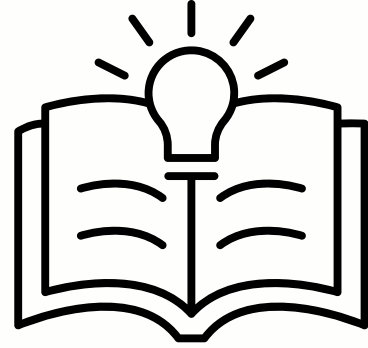
This module comprises 4 lessons, each with a detailed plan encompassing an introduction to the topic, exercises, and a debriefing to consolidate knowledge.



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Learning Outcomes



Teachers can expect to guide students through hands-on practice in applying critical thinking to real-world issues and familiar contexts. The module approaches critical thinking as an active process of reasoning, not just the passive reception of information. Students are encouraged to reflect on their own thought processes to become more self-aware and strategic thinkers.

By the end of this module, students will be able to:

Lesson 1

- Define critical thinking and explain its purpose and importance in life
- Identify the key elements of thought and reasoning
- Question assumptions and distinguish facts from opinion
- Break down problems/issues into components for deeper analysis

Lesson 2

- Understand and explain the structure and function of arguments
- Analyze deductive vs. inductive reasoning and the validity of arguments

Lesson 3

- Apply critical thinking skills to solve problems and make decisions
- Evaluate multiple perspectives on issues

Lesson 4

- Recognize common logical fallacies and poor reasoning

All Lessons

- Monitor and adjust one's thought processes to avoid bias
- Reflect on the reasoning behind beliefs, arguments, and decisions



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568

Lesson 1



What is Critical Thinking? Debunking Santa Claus

Keywords for you:

Critical Thinking, Common Sense, Evidence, Memory, Facts, Problem Solving

Critical thinking is an essential cognitive skill that allows individuals to process information, make well-informed decisions, solve problems, and articulate ideas effectively. The theoretical background for critical thinking is rooted in various disciplines, including psychology, philosophy, and education. This lesson, "What is Critical Thinking? Debunking Santa Claus," is designed to introduce students to the concept of critical thinking and its importance in their lives.

The foundation of critical thinking is based on the principles of logic, reasoning, and argumentation, which can be traced back to the works of ancient Greek philosophers such as Socrates, Plato, and Aristotle. These philosophers emphasized the importance of questioning assumptions, seeking evidence, and applying logical principles to arrive at sound conclusions.

Critical thinking contributes to students' happiness and well-being in school by empowering them to evaluate information, consider alternative perspectives, and make thoughtful decisions regarding academic and social situations. With strong critical thinking skills, students are less likely to accept claims at face value or get caught up in harmful groupthink mentalities. This promotes self-confidence, resilience, and a greater sense of control over their education and social lives.

Lesson 1



What is Critical Thinking? Debunking Santa Claus

Critical thinking involves several interrelated cognitive processes, including:

- **Analysis:** Breaking down complex ideas or problems into smaller components to better understand them. For instance, analyzing the causes of stress and anxiety in academic settings.
- **Evaluation:** Assessing the credibility of information and the validity of arguments. Such as evaluating advice from peers for sound reasoning.
- **Interpretation:** Understanding the meaning of information, such as texts, images, or data. Like interpreting graphs related to teenage trends or health.
- **Inference:** Drawing conclusions based on available evidence and reasoning. For example, making logical inferences about the implications of school policies.
- **Explanation:** Articulating the reasoning and evidence behind conclusions or decisions. Such as explaining the rationale behind one's choice of extracurricular activities.

Lesson 1

What is Critical Thinking? Debunking Santa Claus

- Self-regulation: Monitoring and adjusting one's own thinking processes to improve the quality of decision-making and problem-solving. For instance, being aware of one's own biases and tendencies when presented with new information.

The lesson employs the familiar Santa Claus myth as a means to introduce these critical thinking processes to students. By engaging students in debunking the Santa story, they learn how to question assumptions, seek evidence, and apply logical principles to arrive at sound conclusions. This exercise provides a tangible example of critical thinking in action, demonstrating its value in students' daily lives.



Plan of Lesson 1

Introduction/ Warm Up to the Activities:

The aim of the initial part of the classes is to present the topic of the lesson, "What is Critical Thinking? Debunking Santa Claus," and to create an engaging and welcoming atmosphere that encourages students to actively participate and successfully complete the planned activities. The introduction to the lesson can include a warm-up exercise, a reflective talk, trivia, or an energizer/ice-breaker.

Guidance for Teachers:

1. Warm-up exercise: Begin the lesson by asking students to share their experiences with Santa Claus, such as when they stopped believing in Santa and why. This will help create a personal connection to the topic and encourage students to think critically about their own experiences.
2. Reflective talk: Engage the students in a reflective discussion about the importance of critical thinking in their everyday lives. Encourage them to share examples of situations where they have used critical thinking skills or could have benefited from applying such skills.
3. Reflective talk in Careers: Engage students in a discussion about the role of critical thinking in various careers and entrepreneurial ventures. Ask them to consider careers that demand strong critical thinking skills, like doctors, scientists, lawyers, engineers, and business leaders. Encourage them to share examples of how critical thinking helps professionals in those fields make sound decisions and overcome challenges on a daily basis.



Plan of Lesson 1



Introduction/ Warm Up to the Activities:

- **Trivia:** Share some interesting facts or trivia related to critical thinking or the history of the Santa Claus myth. This can help spark curiosity and interest in the topic.
- **Energizer/Ice-breaker:** Conduct a short, interactive activity that encourages students to get to know each other and feel more comfortable in the classroom environment. For example, you could ask students to find someone in the room who shares a similar interest or hobby and discuss how critical thinking plays a role in that activity.
- **Career Discussion:** Divide students into small groups and ask them to share their career interests or entrepreneurial aspirations. What types of jobs or businesses are they drawn to? How might critical thinking skills be useful in their desired career or business? Groups can discuss how certain professions require strong analytical abilities, evaluating complex information, solving ambiguous problems, etc. Then, have each group share key points from their discussion with the class.

Developing strong critical thinking skills will serve students well in their future careers and entrepreneurial pursuits. The ability to carefully analyze information, look at issues from multiple perspectives, make logical connections between ideas, and evaluate the reasoning behind arguments is valuable in any profession. By mastering critical thinking concepts, such as those covered in this lesson, students will gain skills to excel in whatever career path or business venture they choose to follow.

Plan of Lesson 1

Main Activities:



Reflecting on Santa's Existence and Critical Thinking

Materials needed:

- Worksheet with the reflection questions or alternatively just paper
- Pens or pencils

In this exercise, students will spend 5 minutes reflecting on their own experiences with Santa Claus and how it relates to critical thinking. Provide each student with a worksheet containing the following questions:

1. Did you believe in Santa Claus as a child?
2. What made you stop believing in Santa Claus?
3. Why do you think we are taught to believe in Santa Claus?
4. What did you think of the technological or scientific explanations that Santa could exist?

Principles/strategies of implementation and practical tips:

1. Begin by explaining the purpose of the exercise: to help students reflect on their personal experiences with Santa Claus and relate them to the concept of critical thinking.
2. Distribute the worksheets and writing utensils to each student. Explain that they will have 5 minutes to complete the reflection questions.

Plan of Lesson 1

Main Activities:

3. Set a timer for 5 minutes and encourage students to write down their thoughts and experiences. Remind them that there are no right or wrong answers, and they should feel free to express their thoughts openly and honestly.
4. When the time is up, invite students to share their reflections with a partner or in small groups. Encourage open and respectful discussion and remind students to practice active listening as they hear from their peers.
5. Optionally, bring the class back together for a larger group discussion. Ask for volunteers to share their reflections and experiences, as well as any insights they gained from the exercise. Use this opportunity to further discuss the importance of critical thinking in our daily lives and how it can be applied to various situations.



Plan of Lesson 1

Main Activities:

Exploring Different Perspectives

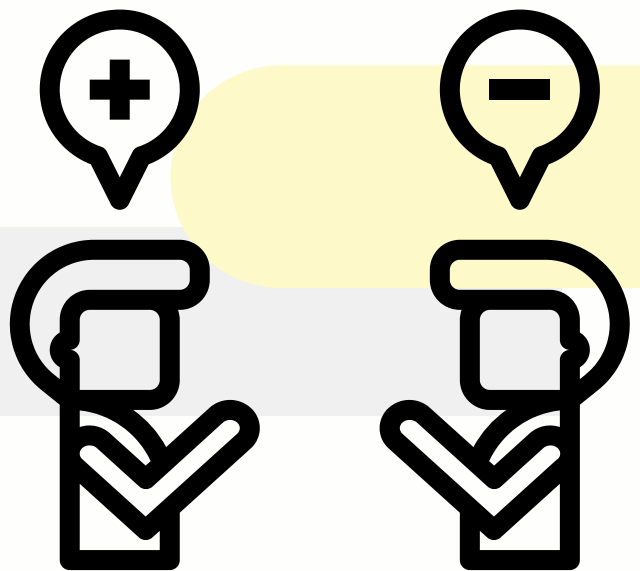
Materials needed:

- Printed copies of the pictures from the link:
https://tc2.ca/uploads/TTT/Finding_another_perspective.pdf
- Pens or pencils for note-taking (optional)
- Space for students to work in pairs

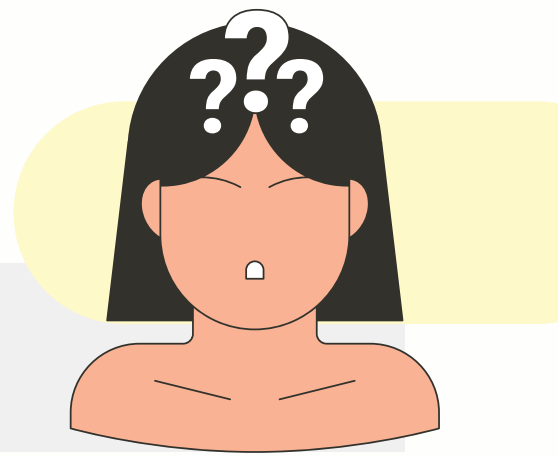
In this exercise, students will practice looking at situations from different perspectives. They will work in pairs to analyze pictures and discuss how different groups of people might react to the scenarios presented. The goal is to encourage empathy, understanding, and critical thinking as students consider various viewpoints.

Principles/strategies of implementation and practical tips:

1. Begin by explaining the purpose of the exercise: to help students practice critical thinking by exploring different perspectives in various situations.
2. Divide the class into pairs and distribute printed copies of the pictures from the provided link. If desired, also provide pens or pencils for note-taking during the discussion.



Plan of Lesson 1



Main Activities:

3. Instruct students to look at each picture and discuss with their partner how different groups of people might react to the scenarios presented. Encourage them to consider why these groups might react differently and to think about the possible reasons behind their reactions.
4. Allow students ample time to work through the pictures and discuss their thoughts with their partner. Monitor the room, offering guidance and support as needed.
5. Once pairs have completed their discussions, bring the class back together for a larger group discussion. Invite volunteers to share their insights and the different perspectives they considered during the exercise.
6. Use this opportunity to further discuss the importance of considering different perspectives in critical thinking and how understanding various viewpoints can contribute to more informed and empathetic decision-making.

Lesson 1

Get inspired



Video what is critical thinking: https://www.youtube.com/watch?v=6OLPL5p0fMg&ab_channel=QualiaSoup%28archive%29

Relativity theory: <https://blog.sciencemuseum.org.uk/the-past-present-and-future-of-general-relativity/>

The wormhole idea: <https://blog.sciencemuseum.org.uk/the-science-of-interstellar/>

Gene editing: <https://www.crick.ac.uk/news/2017-09-20-genome-editing-reveals-role-of-gene-important-for-human-embryo-development>

Fun fact: When we realise that computers also have memory - much better memory than most humans, we realise that memorising by itself does not constitute thinking.

Lesson 1

Consolidation of Knowledge:

To conclude Lesson 1 on Critical Thinking, it is important to give students the opportunity to reflect on their learning and consolidate their understanding. Use the following questions and activities to guide the consolidation process:

Questions for reflection:

1. How has your understanding of critical thinking evolved throughout this lesson?
2. In what ways do you think critical thinking can be applied to everyday situations?
3. What challenges did you face during the exercises, and how did you work through them?

Activities for consolidation:

- Group Reflection: Divide students into small groups and ask each group to discuss the main takeaways from the lesson. Encourage them to share their insights, challenges, and any new perspectives they have gained.

Lesson 1

Consolidation of Knowledge:



- **Personal Journal:** Have students take a few minutes to write down their thoughts about the lesson in a personal journal. This can include what they have learned, how they felt during the exercises, and any questions they still have.
- **Role-play Scenarios:** Assign students different real-life scenarios where critical thinking is required. Have them role-play the situation, discussing and analysing the various perspectives and potential solutions. After the role-play, encourage a class

Lesson 2 aims to explore the concept of an argument and its role in critical thinking.

An argument is a set of statements that provide reasons to support the truth of another statement, known as the conclusion. Arguments consist of premises, which are the statements that offer evidence or reasons for believing the conclusion.

Understanding the structure and components of arguments is essential to developing critical thinking skills. The ability to analyze and evaluate arguments helps students make better decisions, detect faulty reasoning, and have more productive discussions in their academic and personal lives.

This promotes self-confidence, resilience, and stronger relationships.

Lesson 2

What is an Argument? Understanding the Foundation of Critical Thinking



Keywords for you:

Argument, Premise, Facts, Conclusion, Deduction, Induction

There are two types of arguments: deductive and inductive.

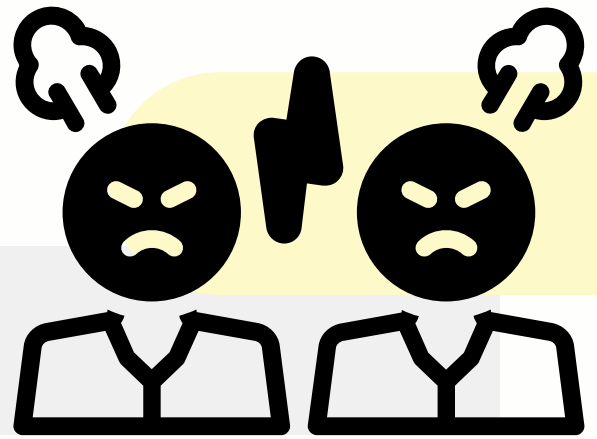
Deductive arguments are those where the truth of the premises guarantees the truth of the conclusion. In contrast, inductive arguments are those where the truth of the premises makes the conclusion likely but not guaranteed. Both types of arguments are important for effective critical thinking.

Deduction involves reasoning from general principles to specific instances, while induction involves reasoning from specific instances to general principles. Mastering both deductive and inductive reasoning allows students to improve their critical thinking abilities and become better at analysing evidence, making informed decisions, and solving problems. This leads to greater academic and professional success.

This lesson uses examples from everyday life to help students understand the nature of arguments, premises, and conclusions, and how they are used in critical thinking..

Plan of Lesson 2

Introduction/ Warm Up to the Activities:



The purpose of the introductory section of this lesson is to familiarise students with the topic of arguments and their role in critical thinking. To achieve this, the lesson aims to encourage students to actively participate in communication, engage in planned activities, and successfully apply the concepts they learn.

The introduction to the lesson may include a brief warm-up exercise to stimulate students' interest in the topic. This could involve a quick discussion about a common misconception or assumption, allowing students to share their thoughts and opinions on the subject.

Another option for the introduction is to engage students in a reflective talk, asking them to think about a time when they encountered an argument or had to make a decision based on evidence. This will help them connect the topic to their own experiences and understand its relevance.

Alternatively, you can use trivia or an energiser/ice-breaker activity to pique students' curiosity about the topic. Here are some examples of trivia and energisers that you can use to introduce the topic of arguments and critical thinking:

Trivia:

- Did you know that the word 'argument' comes from the Latin word 'argumentum', which means evidence or proof?
- The ancient Greek philosopher, Aristotle, is considered the father of logic and critical thinking. He developed the concept of syllogism, a form of deductive reasoning.

Plan of Lesson 2

Introduction/ Warm Up to the Activities:

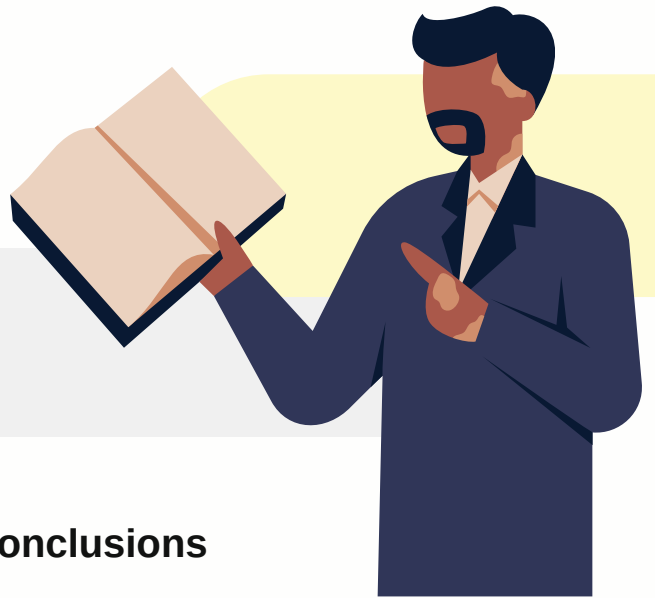


Energisers/Ice-breakers:

- **"Two Truths and a Lie"**: Ask each student to come up with two true statements and one false statement about themselves. Then, have them share their statements with the class, and let the class guess which statement is the lie. This activity encourages critical thinking as students must evaluate the plausibility of each statement to identify the lie.
- **"Fact or Fiction"**: Prepare a list of statements related to the topic of arguments and critical thinking, some of which are true, and others are false. Divide the students into teams, and read each statement aloud. Teams must discuss and decide whether the statement is a fact or fiction. This activity encourages students to analyse information and think critically about the subject matter.
- **Reflective Talk**: Ask students to think about jobs or careers where the ability to construct and evaluate strong arguments is crucial. Examples might include lawyers, debaters, marketers, journalists, scientists, politicians, etc. Have them share thoughts on how these professionals use argumentation skills daily.

By incorporating these introductory activities, you will create a welcoming and engaging learning environment that sets the stage for the rest of the lesson on arguments and critical thinking.

Plan of Lesson 2



Main Activities:

Exploring Arguments, Premises, and Conclusions

Materials needed:

- Whiteboard or blackboard
- Markers or chalk
- Worksheet with example statements and questions

This exercise is designed to help students understand the concepts of arguments, premises, conclusions, and deductions through the use of real-life examples. The students will analyse different statements and arguments to determine their validity, and learn how to identify possible flaws or inconsistencies in their reasoning.

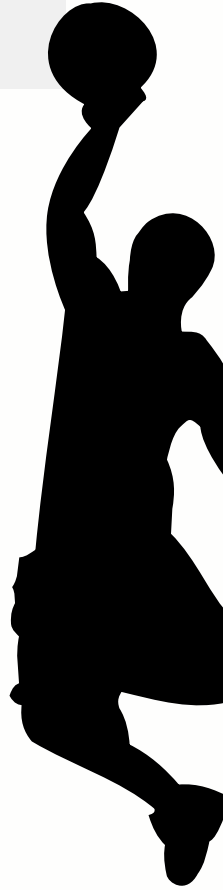
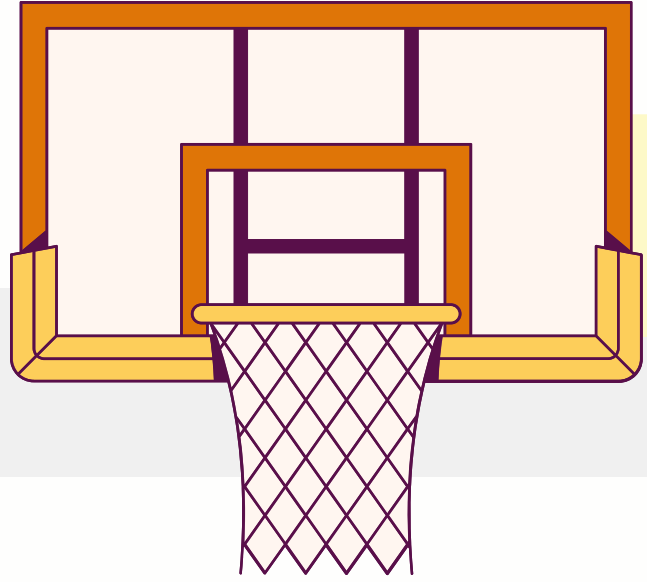
Instructions:

Testing Peter

1. Write the following statement on the board: "Peter will not be tested tomorrow in English."
2. Present the arguments supporting the statement:
 - a. Peter is sick and won't come to school tomorrow.
 - b. Our teacher tests us only at our will, and Peter is shy and never raises his hand.
3. Ask the students to analyse each argument and determine whether it is deductive or not. Discuss the reasons behind their conclusions.

Plan of Lesson 2

Main Activities:



Tyrone Curtis

- Introduce the concept of a faulty conclusion and provide the following example:
 - All basketball players are tall.
 - All weightlifters are short.
- Show a picture of Tyrone Curtis, the NBA's shortest basketball player, also known as "Muggsy" Bogues.
- Pose the question: "What sport does 160 cm tall Tyrone Curtis play? Why?"
- Encourage the students to think critically about their assumptions and engage in a discussion about the potential pitfalls of relying solely on deductive reasoning.

Plan of Lesson 2

Main Activities:



True or False

Materials needed:

- Worksheets with personal information statements (<https://www.teach-this.com/images/resources/true-or-false-2.pdf>)
- Pens or pencils

In this icebreaker game, students provide true and false personal information, and their classmates ask questions to determine the validity of the information. This activity encourages critical thinking and helps students practice their deduction skills in a fun and engaging manner.

Instructions:

1. Distribute a copy of the worksheet to each student.
2. Ask the students to work individually, completing the ten personal information statements on the worksheet. Five statements should be true, and five should be false. Students should mark their true statements with a tick and their false statements with a cross in the column marked 'You'.
3. Once the students have completed their statements, divide them into groups of four.
4. Instruct students not to show their worksheets to anyone in their group. Have them write the names of their group members at the top of the three columns on their worksheets.

Plan of Lesson 2

Main Activities:



5.Students take turns reading their ten statements to their group members. As they listen, the other students ask questions to help determine whether the statement is true or false.

6.After discussing each statement, the group members mark their guess (true or false) with a tick or cross in the appropriate column on their worksheets.

7.When all statements have been discussed, students reveal which statements were true and which were false.

8.Students earn one point for each correct guess, and the student with the most points wins the game.

9.Conclude the activity with a class feedback session, during which students share interesting or surprising information they learned about their classmates.

Plan of Lesson 2



Main Activities:

The Late Student

In "The Late Student" game, students practice their creativity, improvisation, and critical thinking skills. One student plays the role of a late student, while another plays the teacher. The late student must come up with an explanation for their tardiness, relying on the help of three classmates sitting behind the "teacher". The goal is to create a fun and challenging environment, as the "teacher" must also pay attention to the late student's classmates and pretend to scold them if they are not engaging in the activity properly.

Instructions:

1. Choose one student to play the role of the "late student" and another student to be the "teacher".
2. Have the "teacher" sit with their back to three other students, who will provide cues to the late student.

Plan of Lesson 2



Main Activities:

3. The late student must come up with an explanation for their tardiness, but they are drawing a blank. They must look to their classmates behind the teacher for help. The three students will silently provide cues to the late student by indicating the place, person they were with, and what they were doing.
4. To increase the challenge and fun, the "teacher" should occasionally turn around to check what the late student is looking at, and pretend to scold the students if they are not engaging in the activity properly.
 - The "teacher" should try and find the culprit/s that are suggesting the excuses
 - To be more inconspicuous, the helper students should try miming the suggestions to the late student
5. Once the late student has provided a convincing explanation for their tardiness, the roles can be switched, and the activity can continue with new students in each role.

Lesson 2

Get inspired



Video: 20 Facts You've Always Believed That Are Actually Not True:

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=RZLIh8jH6PY&ab_channel=BRAINYDOSE)

[v=RZLIh8jH6PY&ab_channel=BRAINYDOSE](https://www.youtube.com/watch?v=RZLIh8jH6PY&ab_channel=BRAINYDOSE)

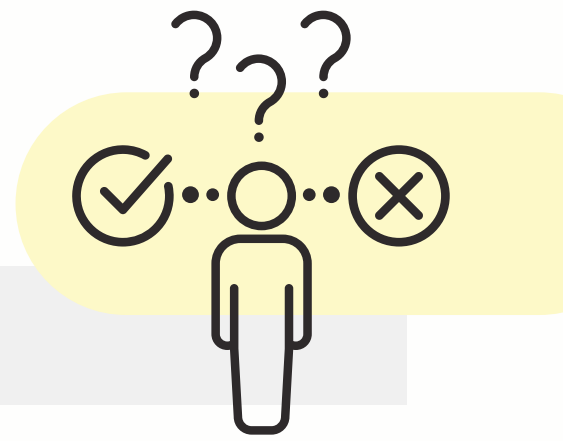
Real fact: How did Aristotle prove that the earth is round?

In the treatise "On Heaven", written before 350 BC he explains:

"Once again our observation of the stars make clear not only that the earth is round, but also the fact that the circle is of large dimensions, since even a small change in the position to the south or north is the obvious change in the horizon."

In fact, in Egypt and near Cyprus you can see some stars that are not visible in the northern regions, and the stars that cannot be seen in the north are very different in these regions. All this shows that the Earth has a round shape and is also a sphere of large size.

Lesson 2



Consolidation of Knowledge:

To help students consolidate their knowledge and reflect on the lesson, ask the following questions and consider the suggested activities:

1. How has this lesson helped you better understand the concepts of arguments, premises, and conclusions? Can you provide an example from the exercises?
2. In what ways did the True or False exercise and The Late Student game require you to use critical thinking skills? How do you think these skills can be applied in your everyday life?
3. How important is it to be able to identify whether an argument is deductive or inductive? Can you think of any real-life situations where this skill might be useful?
4. Reflect on the exercises and discussions from this lesson. What was the most challenging part, and what did you enjoy the most?

Suggested activities for consolidation:

1. Encourage students to find examples of arguments in the news, on social media, or in everyday conversations. Ask them to identify the premises and conclusions, and determine whether the arguments are deductive or inductive.
2. Organise a debate club or a similar activity where students can practice constructing and evaluating arguments in a structured setting.

Lesson 3



Critical Thinking in Action

Keywords for you:

Flexibility, strategic thinking

In this lesson, students will apply the principles of critical thinking to real-life situations, moving from theory to practice.

They will engage in activities that require them to question their assumptions, gather evidence, analyse information, and generate alternative solutions to problems. By reflecting on their own thinking processes and engaging in group discussions, students will develop a deeper understanding of the various aspects of critical thinking, such as evidence-based reasoning, analysis, and considering multiple perspectives.

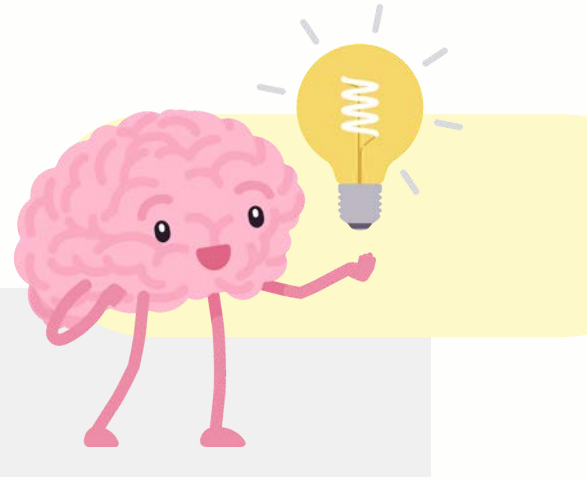
The exercises in this lesson are designed to help students improve their critical thinking skills by guiding them through a structured process of:

- Self-monitoring,
- Doubt,
- Evidence collection,
- Analysis, and
- Generating alternatives.

This process encourages students to challenge their own beliefs and assumptions, as well as those of others, in order to arrive at a more accurate understanding of the problem at hand.

Developing strong critical thinking skills contributes to students' well-being by empowering them to make better decisions, view issues from multiple standpoints, and devise effective solutions to the challenges they face. This promotes self-confidence, stress management, and the ability to navigate complex personal, academic, and professional situations.

Plan of Lesson 3



Introduction/ Warm Up to the Activities:

The primary objective of this lesson is to introduce students to the practical application of critical thinking skills. The focus will be on encouraging students to communicate openly, participate actively, and successfully engage in the planned activities.

To begin the lesson, you could start with a warm-up exercise that involves students discussing a time when they faced a challenging problem and had to employ critical thinking to find a solution.

Ask each student to think of a problem they have tried to solve in the past but did not work out, preferably a problem that has tripped them up more than once. Invite them to briefly share their chosen problem with a partner or in a small group, explaining why they found it challenging and what they might have learned from the experience.

This ice-breaker will not only encourage students to engage in the lesson but also help them recognise the importance of critical thinking in overcoming obstacles and finding solutions. By reflecting on their past experiences, students will be better prepared to understand and apply critical thinking strategies throughout the lesson.

Alternatively, you could initiate a reflective talk by asking students to share their thoughts on the importance of critical thinking in everyday life and how it can help them in various situations.

The ability to analyze issues logically, gather and evaluate evidence, consider multiple perspectives, and devise effective solutions is invaluable for future careers. Whether tackling a technical challenge, a business dilemma, or a complex project, professionals in all industries rely on critical thinking. Mastering these skills will help prepare students to approach problems systematically and make sound decisions no matter their career path.

Plan of Lesson 3



Main Activities:

Problem-solving Through Five Stages of Reasoning

Materials needed:

- Paper
- Pens or pencils

In this exercise, students will apply the five stages of reasoning to a problem they have previously faced. The purpose of this activity is to help students develop critical thinking skills and provide them with a structured approach to problem-solving.

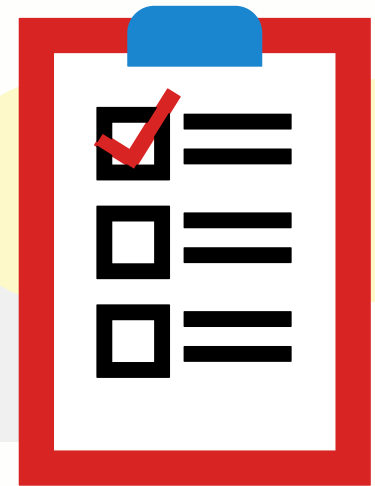
Instructions:

1. Ask each student to think of a problem they have tried to solve in the past but did not work out, preferably a problem that has tripped them up more than once.
2. Provide each student with a piece of paper and a pen or pencil. Ask them to write down their chosen problem at the top of the paper.
3. Guide students through the five stages of reasoning, encouraging them to jot down their thoughts, reflections, and ideas at each stage. Allow sufficient time for students to complete each stage before moving on to the next.

Stage 1: **Self-monitoring**

- How does the problem make them feel?
- How would they feel if the problem was solved?
- Write several statements about the problem, including any specific situations in which it occurs.

Plan of Lesson 3



Main Activities:

Stage 2: **Doubt**

- Question every thought related to the problem, especially those that are particularly bothersome.
- Consider the provided questions as prompts to evaluate their thoughts.

Stage 3: **Collection of evidence**

- Encourage students to gather evidence by asking others, consulting books, or searching the internet.
- Remind them to take note of the circumstances surrounding any answers or information they find.

Stage 4: **Carrying out analysis**

- Compare the assumptions made after gathering evidence.
- Evaluate the advantages and disadvantages of each assumption to determine if a change in thinking is necessary.

Stage 5: **Generating alternatives**

- Develop alternative solutions to the problem.
- Reflect on the potential impact of these alternative solutions.

Once students have completed all five stages, invite them to share their insights and discoveries with the class or in small groups. Encourage discussion and reflection on the problem-solving process.

Practical tips:

- Be prepared to assist students who may struggle with any of the stages.
- Encourage open-mindedness and creativity during the exercise.
- Foster a supportive environment for sharing and discussing personal problems.

Plan of Lesson 3

Main Activities:

Cotton Bags Debate

Materials needed:

- Paper
- Pens or pencils
- Smartphones or other internet-enabled devices

In this exercise, students will practice the reasoning model in a short discussion on the environmental impact of cotton grocery bags compared to plastic bags. The activity aims to improve students' critical thinking and collaborative problem-solving skills.

Instructions:

1. Divide the class into teams of 4-5 students. Inform them that they will be discussing the statement: "Cotton grocery bags protect water quality."
2. Give all teams 5 minutes to determine whether they think the statement is true or false and to explain why. Encourage them to use their smartphones or other internet-enabled devices to find relevant information during this time.
3. After the 5 minutes have elapsed, initiate a class discussion where teams ask and answer questions from other teams regarding their conclusions. As the teacher, provide clarification and guidance as needed.
4. At the end of the discussion, share the following information with the class:



Plan of Lesson 3

Main Activities:



5. "According to a study by the Danish Ministry of Food and Environment, organic cotton bags contribute to 606 times more water pollution than plastic bags due to the extensive use of fertilisers. Deoxygenation, the most significant water quality issue, creates 'dead zones'. To offset the environmental impact of using plastic bags, consumers would have to use a cotton bag every week for 11 and a half years."

6. Encourage students to reflect on the information and the reasoning steps they followed during the exercise.

Ask them to consider:

- Which step was the most interesting and why?
- Which step seemed more challenging to practice?
- Does the outcome seem logical, and is there anything they would add or remove to improve the reasoning model?

Practical tips:

- Ensure that all students have access to a smartphone or other internet-enabled device for research.
- Encourage open-mindedness and respectful debate during the discussion.
- Guide students in their reflections on the reasoning process and its potential improvements.

Lesson 3

Get inspired



Six Environmental Myths: [Six Environmental Myths To Get Rid of This Earth Day » Publications » Washington Policy Center](#)

Myth: Human population is growing exponentially and it's ruining the planet.

Reality: Since the late 1960's and early 1970's, the rate of population growth worldwide has been steadily declining. In fact, many countries have such low reproductive rates today that they are worried about shrinking populations. This does not mean that population growth is not a problem - it just means that the human population is likely to peak within this century, and that environmentalists need to start thinking a lot less about population growth per se and more about the drivers of increasing resource use and greenhouse gas emissions.

Lesson 3



Consolidation of Knowledge:

To help students consolidate their knowledge and reflect on their learning, consider using the following questions and activities:

Reflection questions:

1. How did applying the 5-step reasoning model help you approach the problem or statement more effectively?
2. Which step in the reasoning model did you find most useful, and why?
3. How can you apply these reasoning skills to other aspects of your life, both academically and personally?
4. What challenges did you face while researching and analysing the information during the exercises?
5. How can you improve your critical thinking and reasoning skills in future situations?

Activities for consolidation:

1. Group reflection: Divide students into pairs or small groups and ask them to share their thoughts and experiences from the lesson. Encourage them to discuss how they can apply the reasoning model to other areas of their lives.
2. Debate practice: Choose another statement related to an environmental or social issue and have students debate the pros and cons. This will provide further opportunities for students to practice their reasoning and critical thinking skills.
3. Problem-solving scenarios: Provide students with real-life scenarios or challenges and ask them to apply the 5-step reasoning model to find potential solutions. Encourage them to discuss their thought process with their peers.
4. Journaling: Ask students to write a brief reflection on their experiences during the lesson, focusing on the reasoning model, the challenges they faced, and the insights they gained.

Lesson 4

Flexibility and Strategic Thinking: Overcoming Logical Fallacies



Keywords for you:

Flexibility, Strategic Thinking,
Logical Fallacies, Critical
Thinking

In today's fast-paced and information-rich world, it is crucial for students to develop flexibility and strategic thinking skills to make informed decisions. One of the key aspects of this skill set is the ability to identify and overcome logical fallacies.

Logical fallacies are errors in reasoning that can lead to incorrect conclusions or assumptions. They often sound convincing but are based on emotions or relationships between people, rather than on sound logic or evidence. By recognising and avoiding logical fallacies, students can enhance their critical thinking and decision-making abilities.

Being able to identify and challenge logical fallacies promotes happiness and well-being by empowering students to detect misleading claims, manipulative messaging, and poor reasoning. This allows them to make better choices aligned with their goals and values.

Lesson 4

Flexibility and Strategic Thinking: Overcoming Logical Fallacies

Recognizing fallacies also fosters deeper learning, as students must carefully analyze the logic and evidence behind arguments.

Some common types of logical fallacies include:

- **Appeal to Authority:** Believing something is true just because an authority figure says so, without considering the evidence or logic.
- **Reference to the Number:** Assuming something is true because many people believe it or because an elite group supports it.
- **Argument from Lack of Knowledge:** Believing (or disbelieving) something because the contrary has not been proven.
- **Self-Centered Thinking:** Believing something applies universally based on one's own limited experience.
- **Sociocentric Thinking:** Believing one's own culture or group is inherently superior.

Plan of Lesson 4

Introduction/ Warm Up to the Activities:



The aim of the initial part of this lesson is to introduce the topic of logical fallacies and encourage students to participate actively, communicate openly, and engage fully in the planned activities.

This lesson begins with a comic that highlights the frequent manipulation of research, selective publication of results, and the disregard for facts. The story tests the effect of potential acne for various jellybean colours, with the wrong conclusion drawn in the comic. This serves as an engaging introduction to the topic of logical fallacies.

Following a discussion on the comic, the teacher will provide an overview of common logical fallacies and give examples to illustrate each type. Students will then be divided into groups and tasked with finding real-life examples of these fallacies on the internet.

Plan of Lesson 4

Introduction/ Warm Up to the Activities:

The importance of trust in social relationships will be discussed, alongside the value of doubt and questioning when it comes to scientific information.

Students will be encouraged to question what they hear from teachers, read in textbooks, or find on the internet, using evidence and logical thinking to make informed decisions.

To conclude the lesson, the teacher will facilitate a game in which students must identify the logical fallacy present in a series of short statements. This interactive activity will reinforce their understanding of logical fallacies and help them apply their critical thinking skills to real-world scenarios.

The ability to identify and overcome logical fallacies is an important skill for future careers in law, journalism, research, marketing, business leadership, and many other fields. Professionals routinely encounter misleading claims, false assumptions, manipulative persuasion tactics, and other logical flaws in their work.

Plan of Lesson 4

Main Activities:



Logical Fallacy Scavenger Hunt

Materials needed:

- Internet-connected devices (e.g. laptops, tablets, or smartphones)
- Timer
- Whiteboard or flip chart and markers

In this exercise, students will work in groups to find real-life examples of different types of logical fallacies on the internet. This activity will help students to apply their understanding of logical fallacies to real-world situations and develop their critical thinking skills.

Implementation:

1. Divide the class into small groups of 3-4 students. Assign each group one of the five logical fallacies covered in the lesson (Appeal to Authority, Reference to the Number, Argument from Lack of Knowledge, Self-Centred Thinking, and Sociocentric Thinking).

Plan of Lesson 4

Main Activities:

2. Explain the task: Each group has 10 minutes to search the internet for examples of their assigned logical fallacy. Encourage students to think creatively and look for examples from various sources, such as news articles, social media posts, or advertising.
3. Start the timer and let the groups begin their search. As they work, circulate around the room to provide guidance and support as needed.
4. After the 10 minutes are up, ask each group to share their best example with the class. Write each example on the whiteboard or flip chart under the corresponding logical fallacy.
5. Facilitate a discussion about the examples, focusing on how these fallacies can be misleading and the importance of being able to identify them in everyday life.

Plan of Lesson 4

Main Activities:



Logical Fallacy Corners

Materials needed:

- List of short statements featuring different logical fallacies
- Signs or labels for each corner of the room indicating the type of logical fallacy

In this exercise, the teacher will read short statements that contain logical fallacies. Students must identify the type of fallacy and move to the corresponding corner of the room. This interactive activity encourages students to apply their understanding of logical fallacies to various scenarios and promotes critical thinking.

Implementation:

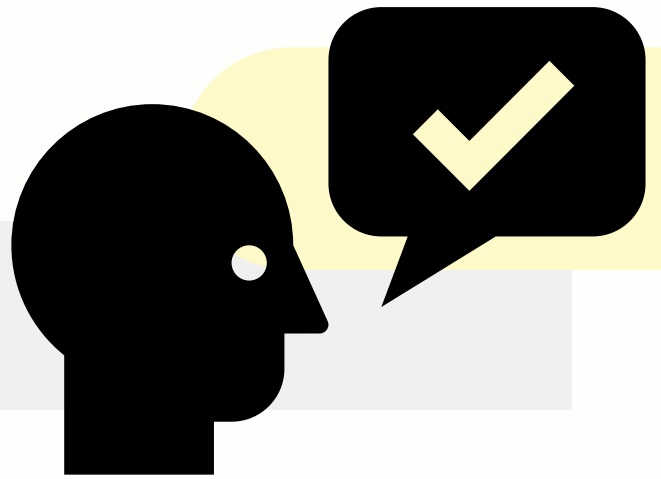
1. Prepare the room by placing signs or labels in each corner, indicating the type of logical fallacy (Appeal to Authority, Reference to the Number, Argument from Lack of Knowledge, and Self-Centred Thinking). Designate the middle of the room for Sociocentric Thinking.

Plan of Lesson 4

Main Activities:

2. Explain the task: The teacher will read a series of short statements containing logical fallacies. Students must listen carefully and decide which type of fallacy is present in each statement. Once they have identified the fallacy, they should move to the corresponding corner of the room or stay in the middle if they believe it's Sociocentric Thinking.
3. Read the first statement and give students a moment to think and choose their corner. Once everyone has made their decision, briefly discuss the correct answer and the reasoning behind it.
4. Repeat the process with the remaining statements, allowing for reflection and discussion after each one.
5. To conclude the exercise, facilitate a group reflection on the experience, focusing on the importance of identifying logical fallacies in real-life situations and the value of critical thinking.

Plan of Lesson 4



Main Activities:

Example Statements:

1. "My science teacher said that the Earth is flat, so it must be true."
(Appeal to Authority)
2. "Everyone at school says that energy drinks are good for you, so they must be healthy." (Reference to the Number)
3. "No one has ever proven that ghosts don't exist, so they must be real."
(Argument from Lack of Knowledge)
4. "I believe in astrology because it has always been accurate for me."
(Self-Centred Thinking)
5. "Our country's traditional food is the best because it's part of our heritage." (Sociocentric Thinking)
6. "My favourite celebrity says that this new diet is the best way to lose weight, so it must be true." (Appeal to Authority)

Plan of Lesson 4

Main Activities:

7. "Most people I know think that global warming is a hoax, so it probably isn't real." (Reference to the Number)
8. "Nobody has proven that there is life on other planets, so it's safe to assume there isn't any." (Argument from Lack of Knowledge)
9. "I've always thought that cats are smarter than dogs, so it must be true." (Self-Centred Thinking)
10. "Our nation's sports teams are always the best because we have the strongest work ethic." (Sociocentric Thinking)
11. "The news anchor said that this investment opportunity is a sure thing, so I'm going to invest my savings." (Appeal to Authority)
12. "Many people believe that cracking your knuckles causes arthritis, so it must be true." (Reference to the Number)
13. "No one has ever shown that vaccines are 100% safe, so they must be dangerous." (Argument from Lack of Knowledge)

Lesson 4

Get inspired

List of logical fallacies:

https://en.wikipedia.org/wiki/List_of_fallacies

Fun fact: 16 Things That Are Considered Normal In Other Countries

https://www.youtube.com/watch?v=k7vz01_MMxk



Lesson 4

Consolidation of Knowledge:



To help students consolidate their knowledge on logical fallacies and critical thinking, consider the following reflection questions and activities.

Reflection Questions:

- Why is it important to be aware of logical fallacies in everyday life?
- Can you think of a time when you encountered a logical fallacy and were able to recognise it? How did this affect your decision-making or understanding of the situation?
- How can being aware of logical fallacies help us become better critical thinkers and decision-makers?

Activities:

1. Logical Fallacy Role Play: In pairs, have students create a short dialogue or scenario where one person uses a logical fallacy, and the other person identifies and challenges the fallacy. This will help students practice recognising and responding to logical fallacies in a conversational context.
2. Fallacy Journal: Encourage students to keep a journal for a week where they record any logical fallacies they encounter in their daily lives, such as in conversations, on social media, or in the news. At the end of the week, have a class discussion about the examples they found and how being aware of these fallacies affected their thinking and decision-making.
3. Analyse and Debunk: Provide students with articles or excerpts that contain logical fallacies. Have them work in groups to identify and discuss the fallacies and rewrite the text to correct the faulty reasoning. This activity will help students develop their analytical skills and reinforce their understanding of logical fallacies.

Module Knowledge Assessment:

<https://docs.google.com/forms/d/e/1FAIpQLScdrYoC-dsBwLeIzZJl7l4a9uS2oU6mP1rXRLVV6Bp9H9wa7w/viewform>

Module 8: Critical Thinking

Module Summary

When the term 'critical thinking' is mentioned, it's common to associate it with negativity or criticism. However, critical thinking is not about being negative; quite the opposite, it's a systematic and logical approach to problem-solving in pursuit of the best possible solution.

So, how can we foster critical thinking skills in our students? Firstly, teach them to identify the problem or question at hand. Once identified, encourage them to gather as much information as possible about the issue, exploring it from all perspectives and considering all the available evidence. With all the facts in hand, guide your students in analysing the information, asking questions, seeking patterns and connections, and considering alternative interpretations.

After thorough analysis, help them form a conclusion, ensuring it is logical and supported by the evidence gathered. Finally, teach them to evaluate their conclusions, making sure they are sound and well-founded.

About the authors

Borut Razbornik, Slovenia

As a project manager, I have many years of experience in marketing and sales. I have fine-tuned my skills in critical thinking which helps me to manage projects no matter how big or small they may be. Additionally, my problem solving skills and organizational abilities are an asset when it comes to tackling any task that I'm faced with .

Difficult tasks don't scare me; instead, they serve as a challenge to make a positive contribution. Hope you enjoyed the module and will help students think independently!



Training toolkit

This Training Toolkit:

- gains application skills to support a classroom setting for Happiness curriculum application
- gains different and effective classroom methods at its disposal
- creates a learning environment that fosters the Happiness mindset in students
- receives a ready-to-use comprehensive training methodology with an implementation strategy, tools, exercises, and real-life experience

The Toolkit has been developed with the help of external experts and students who participate in planning, implementing, monitoring, and evaluating project activities at partner schools. They helped create tailor-made tools that fit exactly their needs and expectations.

The Toolkit has a culturally responsive adaptation for each country that participates in the project and its applicability to the diversity of students, communities, and cultural contexts. This aims to achieve maximum efficiency of the program for each student and covers a larger number of students.



Co-funded by
the European Union

Training toolkit

Feedback form before training	https://docs.google.com/forms/d/1pTlSfVbKuf73vG7FylJdGJavfpY7UfNAPnNWLXG1Gt0/edit?usp=drivesdk
Feedback form after training	https://docs.google.com/forms/d/1r7nLuravpdox4bMdolmBmQGZtTPRAhLUjJS1h6SHCcG/edit?usp=drivesdk
Assessment checklist Happiness training program	https://docs.google.com/document/d/1vKc vKcL5drz8Q6-ceoG2SJBAmh_2ko6ncY0hETJWBPM/edit?usp=sharing
Youth Needs Assessment Checklist - Tool	https://docs.google.com/document/d/1Ltsx iFC5CJiCpbDa9-6l3sZn9nTzWlM368XF7VyTOQ/edit?usp=sharing
Checklist for needed materials/technology	https://docs.google.com/document/d/1veDW_QTcuiNv8maZqgpgk8z76Csclimc2Tk3boBPds/edit?usp=sharing



Co-funded by
the European Union

This document was created with the financial support of the Erasmus+ program of the European Union. The sole responsibility for the content of this document rests with the partner organizations involved and under no circumstances can this document be considered to reflect the official opinion of the European Commission.

Please consider our environment before printing.



[HTTPS://HAPPINESS.EDUKOPRO.COM/#PARTNERS](https://happiness.edukopro.com/#partners)



Co-funded by
the European Union

Project: 2021-1-BG01-KA220-SCH-000031568