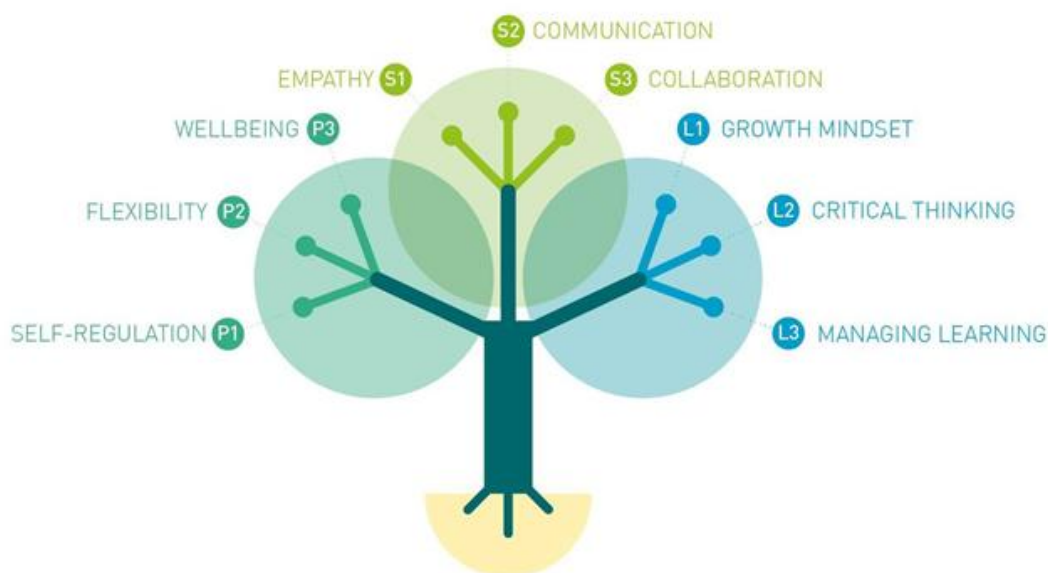


## Lesson plans

Created by [6 schools](#) within the framework of the Positive Discipline in European Schools ERASMUS+ project 2023-1-HU01-KA220-SCH-000156486



Erasmus+



Co-funded by  
the European Union

More information: <https://positivediscipline.eu/>

*Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union or the Tempus Public Foundation. Neither the European Union nor the granting authority can be held responsible for them.*



## TABLE OF CONTENT

LESSON nº 1   Classroom jobs .....	5
LESSON nº2   What are Routines? .....	7
LESSON nº3   Creating/or Revising Classroom Routines .....	9
LESSON nº4   Shared Classroom Agreements I. ....	11
LESSON nº5   Shared Classroom Agreements II. ....	13
LESSON nº6   Forming Circle .....	15
LESSON nº 7   Thank You .....	17
LESSON nº8   Learning from Mistakes .....	19
LESSON nº 9   Guess the emotion .....	21
LESSON nº 10   Taking a Break .....	22
LESSON nº 11   Planning - Fluid Thought .....	23
LESSON nº 12   Am I Listening Well? .....	25
LESSON nº 13   Becoming a Better Listener .....	27
LESSON nº 14   Working Together with Respect .....	28
LESSON nº 15   Building Respect in Groups .....	30
LESSON nº 16   Our Needs, Our Respect .....	31
LESSON nº 17   The Space Station .....	34
LESSON nº 18   Working Together – The Power of Cooperation .....	35
LESSON nº 19   Building Cooperation .....	38
LESSON nº 20   Oops! .....	39
LESSON nº 21   Opportunities to Learn .....	40
LESSON nº 22   Embracing Mistakes .....	41
LESSON nº 23   Encouragement vs praise .....	43
LESSON nº 24   Pathways to Success – Encouraging One Another .....	45
LESSON nº 25   Inspiration .....	47
LESSON nº 26   Honoring Differences .....	49
LESSON nº 27   Honoring Differences - "Vive la Difference" .....	51
LESSON nº 28   Curiosity .....	52
LESSON nº 29   Focusing on solutions .....	54
LESSON nº 30   Confirmation Bias and Critical Thinking .....	55

## INTRODUCTION



### Source:

Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

LifeComp - The European Framework for Personal, Social and Learning to Learn Key Competence

“Personal, Social and Learning to Learn” was set as a key competence in 2018 by the Council Recommendation on Key Competences for Lifelong Learning. The LifeComp framework regards “Personal, Social and Learning to Learn” as a set of competences applying to all spheres of life that can be acquired through formal informal and non-formal education, and can help citizens to thrive in the 21st Century.

These competences have been established following a thorough literature research and several consultations with experts and stakeholders. LifeComp has nine competences with three descriptors each. The framework is conceptual and non-prescriptive. LifeComp can be used as a basis for the development of curricula and learning activities fostering personal, and social development, and learning to learn.

The description of the competences can help in exploring its implementation and be contemplated as the embryo of a continuous discussion with teachers and educational policymakers.

## LESSON Nº 1 | CLASSROOM JOBS

**Learning objectives:** Every student know his/her job and why it is important

**What competencies are developed:** P1, S3, L3

**Materials:** Beanbag, a notebook or paper for each student, pen, flipchart or whiteboard, markers, journal or notebook, [Annex\\_nº1\\_Think\\_Write\\_Pair\\_Share](#)

**Source:**<sup>1</sup>

*Classroom jobs are an amazing way to build a sense of community in the classroom.*

*"Everyone who is in the classroom takes care of the classroom." —Kathryn R.*

*"It's really important for students to have a 'job' each day. The purpose of having classroom jobs for our students is to instill a sense of responsibility for their learning environment." —Kristin G.*

### ICEBREAKER ACTIVITY

5'

**Activity Name:** "Hear each other voices" - Community Circle

**Material:** beanbag

**Instructions:**

- Stand in a circle, holding hands with palms facing upwards: each person's right hand is on top, the other's palm is below
- The beanbag is passed around in such a way that the one who is passing the beanbag is passing it from his right palm to his left palm, while saying his/her name out loud.

### MAIN ACTIVITY

30'

**Activity 1:** Learn the **Think/Write/Pair/Share (TWPS) routine** <sup>2</sup>

**Material:** sticky notes, pens, flipchart or whiteboard, markers

**Process:**

- ★ Question is asked
- ★ **T**hink independently and **W**rite your answer down
- ★ Turn to your neighbour - **P**air : What did you write? **S**hare with your pair
- ★ Put into alphabetical order your list

**Questions:** Which classroom jobs can you imagine as useful?

List as much as you can - **every job on a different sticky paper**

**Activity 2:** A whole-class discussion

- ★ Put the jobs in alphabetical order on the whiteboard.
- ★ Make sure there are at least as many jobs as there are students in the class

<sup>1</sup> <https://www.weareteachers.com/classroom-jobs>

<sup>2</sup> Shorter version: Think Pair Share (TPS) [Think, Pair, Share](#) | [Project Zero](#)

A more detailed version Think/Write/Pair/Share (TWPS) at [Annex\\_nº1](#)



- ★ Assign responsibility to each student
- ★ Consideration: How often and how should tasks be rotated? (This may come up later when evaluating the operation of Classroom jobs.)

**REFLEXION****10'****Materials:** Beanbag**Instruction:**

- What did you learn from these activities?
- Beanbag round in circle; everyone says a takeaway from this lesson: it can be one word and no longer than a sentence

**JOURNAL****Personal Reflection Journal - optional****Materials:** Journal or notebook.**Instructions:**

Ask students to write a few sentences about what they learned today. They are welcome to draw something to go with it.

**Prompts:**

- You can write/draw your job: “What and Why” is it important?
- You can write about one thing you liked or disliked during this lesson. “What and Why”

## LESSON №2 | WHAT ARE ROUTINES?

**Learning objectives:** Students know what routines are and why they are important

**What competencies are developed:** S2, L2, L3

**Materials:** Beanbag, a notebook or paper for each student, pen, flipchart or whiteboard, markers, journal or notebook.

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Hear each other voices - Community Circle

**Material:** beanbag; community circle questions in an envelope/box

**Instructions:**

- stand in a circle, a student picks up a question<sup>3</sup> from an envelope/box. Read it aloud.
- The beanbag is passed around and everyone is encouraged to answer briefly.

*Tips to Get Started*<sup>4</sup>

*Explain what Circles are for, why you are doing them, and the goals for each Circle.*

*Develop and teach behavioural expectations and norms (rules) for Circles to students.*

*Reinforce expectations/group norms for behaviour every time.*

*Use a **talking piece** (beanbag...) to help facilitate the Circle.*

*Answer the Circle questions along with the students.*

### MAIN ACTIVITY

25'

**Activity name:** What does routine mean?

**Material:** paper for each student, pen

**Process 1:** Think/Write/Pair/Share

- ★ Question is asked: **What are your routines in everyday life? Name 2-3 routines! How does each routine help us?**
- ★ Think independently and write your answer down – it is Ok to put a guess.
- ★ Turn to your neighbour: What did you write? Share with your pair.

Prompt: In the supermarket... We take a basket when we enter

**Process 2:** Whole-class discussion

**Material:** flipchart or whiteboard, markers

- Hear a few answers. If there are not many people, you can ask one person from each pair to speak, summarising what he or she has said and what his or her partner has said.

<sup>3</sup> [Community Circle Prompts \(for students\)](#)

<sup>4</sup>

<https://clsteam.net/public/uploads/files/files/Documents/SEL%20Materials/Community%20Building%20Circle.pdf>



Write on whiteboard the answers

b) **Summary:** (Students may write it into their notebook.)

**WHAT** is routine?

– REGULARLY (repeated)

– STEP-BY STEP (can be broken down in steps)

**WHY** do we do them?

TIME MANAGEMENT, PREDICTABILITY, SAFETY...

**Routines are important, because**

- reduces wasted learning time (helps to free up students' working memory to focus on learning;

- create a safe and predictable learning environment that builds trust.

## REFLEXION

10'

**Activity Name:** Check out circle

**Materials:** Bean bag

**Instructions:** Bean bag round in circle everyone says their "favourite routine"

## JOURNAL

**Materials:** Journal or notebook.

**Instructions:**

Ask students to write a few sentences about what they learned today. They are welcome to draw something to go with it.

Prompts: You can use one specific routine and write/draw "What and Why"

You can write about one of the activities you liked or disliked during this lesson. "What and Why"



## LESSON №3 | CREATING OR REVISING CLASSROOM ROUTINES

**Learning objectives:** Every student knows school routines - There are some that are for the whole school and more that are for the class.

**What competencies are developed:** P1, P2, P3, S3

**Materials:** beanbag; circle question envelope/box

**Source:** <sup>5</sup>

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Hear each other voices - Community Circle

**Material:** beanbag

**Instructions:**

Stand in a circle, a student picks up a question from an envelope/box. Read it aloud <sup>6</sup>

The beanbag is passed around and everyone is encouraged to say something.

### MAIN ACTIVITY

30'

**Activity name:** Creating/or Revising Classroom Routines

**a) Think/Write/Pair/Share** <sup>7</sup>

**Questions:** **What** classroom routines do we have?

**Why** is it important? (What is the routine solution for?)

Make a list with 2 columns: what/why

The students make a joint list on the board. If necessary, the teacher adds to it.

**b) Whole-class discussion**

Which routine are you unfamiliar with or not performing well?

**They select 1-3 routines that they will discuss further.**

(OPTIONAL: Every student gets 3 circle dot stickers (coding labels) or use a marker. Instruction: Tick which routine you want to discuss today... Count the votes

**Discussing each routine....**

- **Routine name 1:**

Teacher asks or tells:

1. **(WHY)** Why is it important OR What is the routine solution for?

<sup>5</sup> [Classroom Procedures and Routines](#)

<sup>6</sup> [Community Circle Prompts \(for students\)](#)

<sup>7</sup> [Think, Pair, Share | Project Zero](#)





## 2. (WHAT to DO)

What does it look like? OR How exactly do we do this routine?

The teacher shares her/his outline of the solution, **her/his routine way of solving the problem.**

**Breaking a routine into a small number of discrete steps...**

3. Half class - **Role-play it!** The other half of the class are observers.

**4. Discuss:** Observers are asked: What did you notice? What could be done differently to make it even better work?

5. What does it **not** look like? When and how does the routine not work?

**Role-play it!** - the teacher themselves or the other half of class – previously roleplaying students - now they are the observers.

**6. Discuss:** Observers are asked: What did you notice? What could be done differently to make it work?

## JOURNAL

5'

**Materials:** Journal or notebook.

**Instruction:** Ask students to write a few sentences about what they learned today. They are welcome to draw something to go with it.

**Prompts:** You can use one specific routine and write/draw “What and Why”

Or you can write about one of the activities you liked or disliked during this lesson. “What and Why”



## LESSON №4 | SHARED CLASSROOM AGREEMENTS I.

**Learning objectives:** Students know what shared agreements mean and why they are important

Students know what the difference is between “rules” and “shared agreements”

**What competencies are developed:** P2, S1, S2, L2, L3

**Materials:** whiteboard; feeling chart (poster with feeling words) –**Annex\_nº4\_Feelings List poster**

**Source:** Adapted from <sup>8</sup>

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Community Circle - I feel - and you?

**Material:** Feeling chart (poster with feeling words) –eg. **Annex\_nº4**

**Instruction:**

Please choose a feeling word from the chart or from your heart.

(A): I feel right now..... and you, B? (Pass the bean bag.)

A feels ..... and I feel....., and you, C?...

After the circle: Do you have any comments or questions from each other? (No more than 3 at a time)

### MAIN ACTIVITY

25'

#### 1. Purpose of Shared Classroom Agreements

*Discuss classroom shared agreements' purpose, using Think, Pair, Share: (TPS) and then whole-class discussion. (After pairs discuss a question, signal for attention, restate the question, and briefly share out as a class.)*

**Q1:** One of the most important parts of being a learner in this classroom is making sure **we take care of each other so everyone can learn**. That means creating a classroom that **feels safe**.

**What does it mean to have a classroom that feels “safe”?**

**Q2:** What are ways you can feel safe or unsafe both physically (in your body) or emotionally (in your feelings)?

**Q3:** Why is it important that we create a classroom that everyone feels safe and ready to learn?

*Write on whiteboard responses*

#### 2. Desired behaviour

In pairs and as a class, discuss how the students want to be treated by others and, accordingly, how they might treat others this year.

**Q:** How do you want your classmates to treat you this year so you can feel safe?

### REFLEXION

5'

What is the **difference** between “rules” and “shared agreements”? Whole - class discussion

### JOURNAL

5'

Write about one of the activities you liked or disliked during this lesson. “What and Why”

<sup>8</sup> [Lesson Plan: Creating Class Agreements and Goals - Casel Schoolguide](https://www.umass.edu/ctl/sites/default/files/Handout-Developing%20Class%20Participation%20Agreements.pdf) and <https://www.umass.edu/ctl/sites/default/files/Handout-Developing%20Class%20Participation%20Agreements.pdf>



## LESSON Nº5 | SHARED CLASSROOM AGREEMENTS II.

**Learning objectives:** Students learn to create shared agreements for their class.

**What competencies are developed:** P2, S1, S2, L2, L3

**Materials:** Feeling chart (poster with feeling words) –**Annex\_nº4\_Feelings List poster**

**Source** <sup>9</sup>

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Check in Circle - I feel--- and You?

**Material:** **Annex\_nº4\_Feelings List poster**; paper, pen for students, whiteboard with markers, flipchart papers

**Instructions:**

Please choose a feeling word from the chart or from your heart.

(Pass the beanbag). (A): I feel right now..... and you, B? A feels ..... and I feel....., and you, C?..

Do you have any comments or questions from each other? (No more than 3 at a time)

### MAIN ACTIVITY

30'

**Activity name:** Creation of shared agreements

**a) Collect ideas for classroom shared agreements**

*Q:* Everyone wants to be treated well, and for this to happen everyone needs to agree to treat others well.

**What are some ways we can agree to treat others well in our class?**

*Divide students into groups of 3-4.*

- Ask each group to make a short list of those ways of **interacting and communicating** that are desirable in this classroom. Give the groups about 5-10 minutes to make their lists: 2 lists: **How do we act? What do we say?**
- Bring everyone back together and invite the groups to share their lists.

Record students' ideas for how they will treat others this year, using their own words.

- Clarify what is meant by specific behaviours and give concrete examples.

**Some basic rules you can start with are:**<sup>10</sup>

- allow everyone to speak;
- listen carefully; - active listening
- don't interrupt or engage in parallel conversation while someone is speaking;
- use the "I" statement to present your views;
- build on others' comments, whether you agree or not;

<sup>9</sup> [Establishing Community Agreements and Classroom Norms | Center for Teaching Innovation](#)

<sup>10</sup> Co-create rules for respectful communication in the Classroom page 30; Sala, A., Herrero Rámila, C., LifeComp into Action: Teaching life skills in the classroom and beyond, EUR 31141 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-54525-5, doi:10.2760/201230, JRC130003 [JRC Publications Repository - LifeComp into Action: Teaching life skills in the classroom and beyond](#)



- criticise ideas, not individuals

#### **b) Achieve consensus:**

- Combine similar items to create a list in each category that the class can agree on and narrow their brainstorm to **3 to 6 statements** that capture what students have identified.

**After the lesson**, make a large poster with the classroom shared agreements, leaving space for students to add their signatures. Invite students to create/decorate it.

#### **REFLEXION**

5'

What is the difference between “**routines**” and “**agreements**”?

Whole-class discussion

#### **JOURNAL**

5'

**Materials:** Journal or notebook.

**Instructions:** Ask students to write a few sentences about what they learned today. They are welcome to draw something to go with it.

**Prompts:**

- You can pick up one specific agreement and write/draw “What and Why”
- Or you can write about one of the activities you liked or disliked during this lesson. “What and Why”



## LESSON №6 | FORMING CIRCLE

**Learning objectives:** Creating a climate of benevolence

**What competencies are developed:** P1, P2, S1, S2, S3

**Materials:** light ball; talking stick

### ICEBREAKER ACTIVITY

5'

#### Activity Name: "Acknowledge others"

\*Form a circle (standing up)

\*Look at each other and throw a light ball, saying the first name of the person to whom it is thrown.

#### Self - evaluation:

\*Rate this activity out of 10 (with your 2 hands)

\*"Why do you think we do this activity?"

### MAIN ACTIVITY

20'

#### Forming Circle

##### 1. Why set up in a circle?

The circle is a way of being equal, with no place for the "leader" or "last". It makes everyone feel visible and important. The circle facilitates communication because everyone sees each other, which helps us to better listen to and understand each other's emotions and words.

#### In practice:

- All participants sit comfortably in a circle.
- Care is taken to ensure that no one is isolated or placed behind another.
- This makes it easier for everyone to see and feel involved.

##### 2. The talking stick: a tool for better listening

To ensure that each voice is heard without interruption, an object called a **talking stick** is used. The person holding it can speak, while the others must listen without interrupting. When the person has finished, he or she passes the stick to someone else.

#### Why is this important?

- To avoid interruptions and arguments.
- Allow everyone to express themselves calmly.
- Develop active listening and respect for others.

##### 3. Rotating leadership: sharing responsibility

Each time we meet, we choose a different leader. The facilitator is the one who ensures that the rules are respected: installation in a circle, passing the talking stick, speaking time, etc.



### Practise

As a practice the teacher can come up with questions that the students are interested in but aren't too hard to answer. Later, the students themselves can also suggest questions or create a "questions' envelope/box.

### REFLEXION

15'

How do you feel after hearing others and expressing yourself?

### What's the point of the circle?

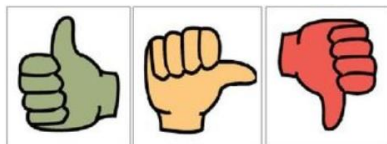
*Setting up in a circle, using the talking stick, alternating facilitators are all ways of living together better. These practices help to develop respect, listening skills, trust and benevolence within the group.*

### JOURNAL

Draw a thumbs-up/thumbs-down/sideways (or arrows) to indicate what they thought of the day's activity.



or





## LESSON Nº 7 | THANK YOU

**Learning objectives:** Teach students to give compliments and appreciation

**What competencies are developed:** P3, S1, S2, S3

**Source:** <sup>11</sup>, <sup>12</sup>

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Thank you for...

**Instructions:**

- Students sit in a circle. The teacher asks each student to think of **one concrete thing** they are grateful for from someone in the class and thank them for it, **speaking directly to that person**.
- The teacher starts the round by saying, for example, "John, thank you for opening the door to the classroom for me today." and passes the ball/mascot to the right or left, so that everyone can speak in turn, so that no one is left out.

### MAIN ACTIVITY

25'

**Activity Name:** Two truths and a lie

**Materials:** small notes, pens

**Instructions:**

- The teacher asks each student to think of and write down three pieces of information about themselves, two of which will be true and one false (two truths and one lie), e.g. I have one sister. I like raspberry ice cream. I have never flown by plane.
- We designate three places in the classroom marked with numbers 1, 2, 3. The students stand in one group and the person who will present information about themselves stands opposite them and reads out sentences about themselves one by one. The classmates listen carefully to the sentences and stand by the place marked with a number of the sentence that they consider to be a lie about the person reading it. Then the author of the sentences explains which sentences were true and which was a lie.
- We do the task until all participants have read the sentences about themselves.
- The activity will take approximately 20-25 minutes depending on the number of students in the class.

### REFLEXION

15'

**Materials:** none

**Instructions:**

- Students sit in a circle and share their reflections on the previous task. Each person shares their observations about which piece of information **surprised** them the most about their classmates.
- Each student selects one piece of information he or she heard and addresses it to the other person, saying:  
**"I appreciate that..."**

<sup>11</sup> [Teach Students To Give Compliments For Better Friendships And Self-Esteem](#)

<sup>12</sup> [3 Ways to Make Gratitude a Habit in Your Classroom](#)

**Conclusion:**

- The teacher summarizes the class and explains that not all information that reaches us is true. The exercise showed that even if we think we know each other well, it is quite easy to be misled. We should appreciate that people around us are sincere and always try to thank them for it. Any appreciation of sincerity is an expression of our trust and makes us feel better in our company.

**JOURNAL (OPTIONAL)****5'****Activity Name:** Plan your future**Materials:** None**Instructions:**

The teacher asks the students to write down in their notebooks one thing that is not true about them at the moment, but that they would like to be true in the future.





## LESSON №8 | LEARNING FROM MISTAKES

**Learning objectives:** The workshop "Learning from Mistakes" develops a growth mindset and focuses on learning from errors, reflecting on experiences, and trying again with improved strategies

**What competencies are developed:** P1, P2, P3, L1

**Materials:**

- Textbooks / Notebooks (Any book found there is fine.)
- Worksheet for the teacher: Karate fighter Ana **ANNEX №8**
- Worksheet for students: Three continuations of the story of the karate fighter Ana **ANNEX №8**

### ICEBREAKER ACTIVITY 1

10'

Ask children to take a textbook, balance it on their head, and walk around the classroom as quickly as possible without touching it with their hands, trying not to let it fall. Have them count how many times the textbook falls and how many steps they manage to take before it drops. After a few minutes, pause and discuss their experiences.

Discussion:

- How many times did your textbook fall?
- Did anyone manage more than 10 steps without dropping it?
- How did you feel during the activity?
- What did you learn that helps you keep the textbook on your head?
- Would you like to try again?

### ICEBREAKER ACTIVITY 2

5'

Repeat the activity, this time encouraging students to use what they learned from the first round.

After a few minutes, pause and discuss again.

Discussion:

- What was different the second time?
- Why is it helpful to try again?
- How do you feel now?

### MAIN ACTIVITY

20'

The students sit in a circle and the teacher reads them the story from the worksheet about "**Karate fighter Ana**" **Annex n°8**.

- After reading the story, tell the children that the story is ending and that you will offer them three different continuations of the story.
- Divide the children into three groups and give each group a story continuation worksheet **Annex n°8**.



- After they have read them, ask them to discuss the sequels and to choose the sequel they think is best for Ana. They should then choose one reporter from each group to present their choice to the group and explain why the group thinks it is the best.

### FINAL ACTIVITY

5'

All students stand in a circle. One child starts by winking at the person to their left and blowing towards the person on their right.

The child on the left quickly passes the wink to their left, and the child on the right passes the blowing to their right, continuing until both actions return to the starting child.

The teacher times the round, then repeats the game once or twice to see if the class can improve their speed.

### Reflection

5'

- What did we do today?
- How did you feel?
- What did we learn?
- How can we use what we have learned in our everyday life?

### Conclusion

Everyone makes mistakes sometimes. When someone makes a mistake, talking to others, figuring out how to correct it, asking for help or trying again can help.

### JOURNAL

**Materials:** Journal or notebook.

**Instructions:** Ask students to write a few sentences about what they learned today.

**Prompts:**

"One thing I learned today from making mistakes is..."

"When I try again after making a mistake, I feel..."



## LESSON № 9 | GUESS THE EMOTION

**Learning objectives:** Students will be able to identify and name basic emotions;  
Students will develop empathy by understanding how others feel;  
Students will practise non-verbal communication skills.

**What competencies are developed:** P1, S1, S2, S3

**Materials:** pens, sheets, colored pencils  
cards with an emotion written on each of it (Draw Me)  
paper with different actions written on them (Imitate Me)

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Draw Me

**Instructions:**

The class is divided into several groups of 4-5 children each. The first game is about recognizing the emotion - each group pulls a card with an emotion written on it. This is followed by discussion and understanding within the group on how to draw the emotion. The drawing is common to the group. Each group then shows their drawing and the others comment on what is drawn, and gradually arrive at what feeling the drawing expresses (with the teacher's help and guidance).

### MAIN ACTIVITY

20'

**Activity Name:** Imitate Me

**Material:** slips of paper with different actions written on them

**Instructions:**

The next game is with slips of paper with different actions written on them, for example "Smile like a cat in the sun". Again, the children are in teams. They pull a piece of paper, discuss how and who will play the action. They present it, and the other teams guess the emotion.

### REFLEXION

15'

**Materials:** None

**Instructions:**• Students are sitting in a circle.

- The students summarize what they learned from today's lesson.
- Express personal emotions and discuss how they feel, during the activity.

### JOURNAL

**Materials:** Journal or notebook.

**Instruction:** Draw an emoticon which relates to your emotion at the end of this lesson.



## LESSON Nº 10 | TAKING A BREAK

**Learning objectives:** Self-regulation, Managing Emotions and Behavior

**What competencies are developed:** P1, P3, S1, S2

**Materials:** Drawing paper, markers.

### ICEBREAKER ACTIVITY

10'

**Activity Name:** "Calm-down Corners"

**Instructions:**

Ask students to describe what their ideal calm-down corner would look like—a place where they can go to take a break when they're feeling overwhelmed.

### MAIN ACTIVITY

15'

**Activity Name:** "Designing a Calm-down area"

**Materials:** Drawing paper, markers.

**Instructions:**

Discuss the concept of a "**Calm-down area**" where students can go to calm down and regain control of their emotions. Have students design a "**Calm-down area**" on paper, including items that help them feel calm.

### REFLEXION

15'

**Activity Name:** "The Power of a Break"

**Materials:** None

**Instructions:** Reflect in a circle:

- Why is it important to take a break when we're feeling upset?
- How can it help us in school and at home?

### JOURNAL

5'

**Activity Name:** "My Calm-down Plan"

**Materials:** Journal or notebook.

**Instructions:**

- Students write about: What is their way of regaining stability when they experience strong emotions?



## LESSON Nº 11 | Planning - Fluid Thought<sup>13</sup>

**Learning objectives:** Students will develop skills like critical thinking, problem-solving and adaptability.

**What competencies are developed:** P2, S2, S3, L1, L2

**Materials:** whiteboard; ball (or mascot, bean bag...); a piece of plasticine/ modelling clay for each student, blindfolds for half of the group

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Everyone who...

**Instructions:**

Everyone stands in a circle. The teacher gives instructions:

- Everyone who has blue eyes goes into the middle of the circle.
- Everyone who is wearing something green claps three times.
- Everyone who has a sister or brother jumps.
- Everyone who has a head sits on a chair.
- Everyone who has a dog turns around twice.
- Everyone who came to school today grabs someone's hand.
- Everyone who can ride a bike stands on a chair.
- Everyone who likes chocolate ice cream shouts YES.

### MAIN ACTIVITY

20'

**Activity Name:** Expedition

**Materials:** whiteboard; ball (or mascot, beanbag...)

**Instructions:**

- The teacher informs the students that we are going on an expedition. The students' task is to come up with one thing that they want to take on the trip and that will be useful to the whole class.
- The **name of this thing should start with the letter of the name of the students** (e.g.: Samuel can take sandwiches).
- The thing chosen by the student can be **unusual**. The **more original the idea, the better**, because the **suggestions cannot be repeated**, and should be **briefly justified** how the thing chosen by the student will be useful to the whole group during the expedition.
- The game is started by the person holding the ball or mascot. If there is no one willing to start the game, the teacher starts it. (e.g. Name starting with **S**: I will take a **safety pin** on the trip, because if someone's pants rip, you can fasten them or use a safety pin to remove a splinter from someone.) Then the person sitting on the left takes the floor.
- After the game is over, the teacher emphasizes that the students experienced the so-called **Fluidity of thinking** - when asked one question, what will you take with you on the trip, they found **a lot of ideas and solutions**. Some of the ideas were unusual, but each one was justified because all of the things could be useful during the expedition.

<sup>13</sup> [Fluid Thought: The Art of Exploring Without Expecting](#)



- This exercise shows that there are no "dumb" ideas, what is important is courage, planning, setting goals and achieving them.

**REFLEXION****15'****Activity Name: Snowman****Materials:** a piece of plasticine/ modelling clay for each student, blindfolds for half of the group**Instructions:**

- We divide the students into teams of two. We cover the eyes of one person in the team and give them a piece of plasticine. We set a time limit for completing the task, e.g. 2 minutes for each student. The task of the person who is blindfolded is to make a snowman out of plasticine, for example. The person who is not blindfolded can help, give suggestions, but cannot touch the plasticine. Then the roles are switched - we cover the eyes of the other person and they make a snowman out of their piece of plasticine, the first one can help verbally.

**Conclusion:**

- The teacher asks each person about their impressions of the task: what was difficult, what helped, what would make the snowman easier? Was it difficult to give instructions, could something help?
- The students may give answers such as:
  - a) helping factors – sense of touch, concentration, a prompt from a friend or teacher;
  - b) hindering factors – limited possibilities of visual control, noise, rushing, or a piece of modelling clay that is too small.

## LESSON № 12 | AM I LISTENING WELL?

**Learning objectives:** The workshop "Am I Listening Well?" enhances the skill of active listening and communication by involving children in exercises that require focused attention, responding to verbal cues, and understanding the importance of respectful interaction

**What competencies are developed:** P1, P2, S1, S2, S3

**Materials:**

- A long elastic band enough to encircle all children when assembled
- Blindfolds (one for each student)
- Audio recorder

### ICEBREAKER ACTIVITY

5'

**Instructions:**

- Split the children into pairs.
- Each pair independently invents a one-word nickname for themselves.
- Blindfold all children and have them stand inside the elastic band, crossing their arms and touching their shoulders.
- The children move slowly and carefully within the elastic to mingle and mix.
- When signaled, each child must locate their partner by repeatedly saying their pre-agreed one-word nickname. Once matched, they stand together.

### MAIN ACTIVITY 1

10'

- Have the pairs sit quietly in silence.
- Ask the children to close their eyes and listen attentively for two minutes to all the sounds around them.

**Discussion:**

- What sounds did you notice?
- Does it matter who heard what? Why or why not?

### MAIN ACTIVITY 2

10'

- Have the pairs sit with their backs touching. One child talks for a minute about their favorite cartoon, while the other listens silently. Then, they switch roles when prompted.
- Next, have the pairs face each other. One child describes their favorite toy in detail for one minute, while the other listens without interrupting. Afterwards, they switch roles.

**Discussion:**

- Was it easier to speak when you were back-to-back or face-to-face? Why?
- Why is it important to listen carefully when someone is speaking?
- How can you tell if someone is really listening to you?

**MAIN ACTIVITY 3****5'**

Children sit facing each other again. One child shares their favorite snack, while the other simultaneously talks about their preferred drink.

When instructed, each child repeats what their partner shared.

**Discussion:**

How do you feel when you want to tell someone something, but they don't listen or interrupt?

What might happen if we interrupt someone when they are speaking?

**FINAL ACTIVITY****10'**

The children sit in a circle. The teacher begins a story with a single sentence.

Each child adds the next sentence, listening carefully to what was said before, to keep the story flowing logically or connected to what has been said previously.

Record the story on an audio device and play it back at the end.

**REFLEXION****10'**

What activities did we do today?

How did you feel during the exercises?

What did we learn about effective listening?

How can we use these listening skills in our daily lives?

**Conclusion:**

Listening carefully is key to understanding others, gathering important information, and showing respect.

Interrupting or not paying attention can make others feel unheard and may cause misunderstandings.

Basic signs that someone is listening:

Making eye contact

Nodding or head movement

Smiling or showing interest

Leaning slightly toward the speaker

Asking relevant questions

**JOURNAL**

**Activity Name:** My Listening Reflection

**Materials:** Journal or notebook.

**Instructions:** Ask students to write a few sentences about what they learned about listening today.





## LESSON № 13 | BECOMING A BETTER LISTENER

**Learning objectives:** Identifying strategies for better listening, understanding active listening principles, practicing empathetic listening

**What competencies are developed:** P1, P2, S1, S2, S3, L1

**Materials:** Listening scenarios, checklist **Annex\_nº13**

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Listening Pairs

**Instructions:**

- Pair students up and have one student talk about their favourite hobby while the other listens.
- Afterward, the listener repeats what they heard. Discuss how it felt to be listened to carefully.

### MAIN ACTIVITY

15'

**Activity Name:** Active Listening Practice

**Materials:** Listening scenarios, checklist. **Annex\_nº13**

**Instructions:**

Introduce active listening skills (e.g., making eye contact, nodding, not interrupting).

Students practise with different listening scenarios, using a checklist to ensure they're using all the skills.

### REFLEXION

15'

**Activity Name:** Why Listening Matters

**Materials:** None

**Instructions:** Reflect in a circle:

- How does it feel when someone really listens to you?
- Why is listening an important part of communication?
- How can we improve our listening skills?

### JOURNAL

5'

**Activity Name:** Listening Moments

**Materials:** Journal or notebook.

**Instructions:** Students write about a time when they felt truly listened to and how it affected their feelings and the situation.



## LESSON № 14 | WORKING TOGETHER WITH RESPECT

**Learning objectives:** Respecting Differences and Mutual Respect

**What competencies are developed:** P1, P2, S1, S2, S3, L1, L2

**Materials:** Students' own school materials (e.g., notebooks, pens, rulers, pencil cases).

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Common Ground

**Instructions:**

- Have students pair up and find three things they have in common with each other.
- Share these with the class to highlight how even people who seem different can have shared interests.

### MAIN ACTIVITY

15'

**Activity Name:** Tallest and Strongest Tower

**Materials:** Students' own school materials (e.g., notebooks, pens, rulers, pencil cases).

**Instructions:**

- Divide the class into small groups (around 5 students each).
- Challenge each group to build the tallest and most stable tower possible using only the materials they currently have at their desks or in their bags.
- The goal is not just to win by height or stability, but to collaborate effectively, listen to each other's ideas, and respect different perspectives and suggestions throughout the process.

As they work, observe how they interact:

- Are they including everyone's input?
- Are they dividing tasks respectfully?
- How do they handle disagreements or competing ideas?

*This task encourages movement, active participation, and group dynamics in a more realistic and emotionally engaging way—shifting from hypothetical to practical collaboration.*

### REFLEXION

15'

**Activity Name:** Benefits of Collaboration

**Materials:** None

**Instructions:** With the classroom still in its "post-activity" state, gather students together standing in a circle. Encourage them to reflect on their experience using the following questions:

- How did respecting each other's differences help your group build a better tower?
- Why is it important to listen to everyone's ideas in a group setting?

*This reflection allows students to connect their physical experience with the lesson's core value—mutual respect.*

**JOURNAL****5'****Activity Name: Respectful Collaboration****Materials:** Journal or notebook.**Instructions:** Students write about a time when working with someone different from them led to a positive outcome.*(Note: This part may be skipped depending on time availability, as the main activity may extend beyond the suggested duration.)*



## LESSON Nº 15 | BUILDING RESPECT IN GROUPS

### Learning objectives:

- Developing skills related to communication, empathy, and conflict resolution.
- Developing skills related to Respecting Differences and Mutual Respect

**What competencies are developed:** P3, S1, S2, S2, S3, L1, L2

**Materials:** Respect scenario cards **Annex\_nº15**

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Respect Pledges

#### Instructions:

Ask students to create a pledge of respect for their classmates.  
They write and share a promise on how they will show mutual respect in group activities.

### MAIN ACTIVITY

15'

**Activity Name:** Respect Scenarios

**Materials:** Respect scenario cards **Annex\_nº15**.

#### Instructions:

- Students are given scenarios that require mutual respect (e.g., working on a group assignment where everyone's opinion matters). They discuss how they would handle these scenarios to maintain respect for everyone involved.

### REFLEXION

15'

**Activity Name:** Respect in Action

**Materials:** None

#### Instructions:

- How does mutual respect affect how we work together?
- What are some specific ways we can show respect in our group work?

### JOURNAL

5'

**Activity Name:** Respectful Actions

**Materials:** Journal or notebook.

#### Instructions:

Students write about a time when mutual respect made a difference in their group work or collaboration.

## LESSON Nº 16 | OUR NEEDS, OUR RESPECT

**Learning objectives:** The workshop “ Our Needs - Our Respect” focuses on the concept of Understanding and Respecting Needs, which can be connected to several key life competencies: empathy, critical thinking, self-awareness and mutual respect.

**What competencies are developed:** P1, P2, P3, S1, S2, S3, L2

**Materials:**

“Basic Needs Check- In” Annex\_ **nº16 worksheet 1** (teacher copy)

“Different & Shared Needs” **Annex\_ nº16 worksheet 2** (teacher copy)

One green card marked “TRUE / I agree”

One red card marked “FALSE / I disagree”

Duct tape for fixing the cards to walls in a way that the surface of the cards are hidden

### ICEBREAKER ACTIVITY

5'

**Activity Name: Same & Different**

**Goal:** Help children recognize similarities and differences in a respectful way.

**How it works:**

- Learners walk freely around the room. The teacher calls out a prompt, such as:
  - “Find someone who has the same favorite food as you.”
  - “Find someone who has a different bedtime.”
  - “Find someone who plays a different game during recess.”
  - “Find someone who speaks another language at home.”
- After each round, pairs share their answers briefly with each other. You can do 3–5 rounds depending on time.

**Debrief - Ask:**

- “Was it easy or hard to find someone different from you?”
- “What can we learn from hearing about others’ experiences?”

**Respect focus:** *We may have different needs or routines, but every story matters.*

### MAIN ACTIVITY 1

20'

**Set- up**

Tape the green “TRUE” card to one wall and the red “FALSE” card to the opposite wall.

Invite everyone to stand in the middle.

**How it works**

- Read one statement from the **Basic Needs Check- In worksheet 1. Annex\_ nº16**
- Learners move to the wall that matches their opinion (agree = green, disagree = red).



### Mini- discussion after each statement

- “Why did you choose this side?”
- “How might this statement connect to a basic human need?”
- Highlight the name of the need (e.g., security, rest, recognition) and underline that **everyone’s basic needs deserve equal respect**.

### MAIN ACTIVITY 2

15'

Learners sit in a circle.

- Read a statement from the *Different & Shared Needs* worksheet 2 (**Annex\_nº16**).
- Those who **agree** stand; those who **disagree** stay seated.

### Group reflection after several statements

- “Which needs seem universal?”
- “Which needs are person-specific? Can you give examples?”
- “When someone’s needs differ from ours, what respectful actions could we take in order to meet both their and our needs?”

Encourage phrases such as “*I can ask how to support,*” “*I can offer space,*” or “*I can listen without judgment.*”

### FINAL ACTIVITY

5'

#### Activity name: Find the Leader/Conductor

1. Learners sit in a circle. One volunteer leaves the room (or turns their back).
2. A “conductor” is chosen quietly and begins gentle movements (clapping, shoulder rolls, etc.). The rest mirror the conductor respectfully, keeping the identity secret.
3. The volunteer returns and tries to spot the conductor.
4. If the conductor is discovered, they become the next guesser.

**Respect focus:** *Remind everyone to watch each other kindly and avoid pointing or teasing—body language can show respect too.*

### CONCLUSION TEACHER LED

3'

Emphasise that:

- **Everyone needs** food, water, rest, safety, love, and respect to stay healthy.
- Some needs vary with **age, health, culture, faith, or ability**.
- **Mutual respect** means recognising both the shared and unique needs of those around us, asking how we can help, and valuing their answers.

**REFLEXION****15'**

**Prompt to share aloud or think quietly:**

1. "What did we do today?"
2. "How did we feel during the activities?"
3. "What new understanding about needs and respect did we gain?"
4. "How can we use this understanding in everyday life?"

**JOURNAL**

Ask students to complete one or both prompts:

- "One need I have that might be different from someone else's is ..."
- "Showing respect for each person's needs will help our class by ..."



## LESSON № 17 | THE SPACE STATION

**Learning objectives:** Experience cooperation; Building a group spirit and mutual respect

**What competencies are developed:** P1, S1, S2, S3, L1, L2

**Materials:** Rope – student sheet

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Access the station

**Instructions:**

- \*Tie a rope to 2 distant chairs so it is stretched – the height depends on the age of your students.
- \*Explain to the students they have to cross this life cable to get to the space station, but they can't touch it. They can help each other, help others raise their feet higher, encourage each other, but never touch the rope.

**After activity - Self - evaluation:**

- \*Rate this activity out of 10 (with your 2 hands)
- \*"Why do you think we do this activity?"

### MAIN ACTIVITY

25'

**Activity Name:** Choosing Equipment for Survival

- ★ Divide the group into small groups of 4-5 children.
- ★ Each group receives a list of space equipment (e.g. spacesuit, oxygen supply, repair tools, on-board computer, dehydrated food, communication radio, etc.).
- ★ Their mission: to choose together the 3 most essential pieces of equipment to ensure the crew's survival, by arguing and listening to each other.
- ★ The teacher observes exchanges and cooperative behavior.
- ★ Each group presents its choices to the class.

### REFLEXION

15'

**Group discussion:**

- What made the discussion easier?
- What was difficult?
- How did you handle disagreements?
- What Positive Discipline tools could help in this situation?

### JOURNAL

- \* What do you think is the most effective way of solving a problem together?



## LESSON № 18 | WORKING TOGETHER – THE POWER OF COOPERATION

**Learning objectives:** The workshop "Working together- The power of cooperation" develops the PSLL competences of collaboration, communication, empathy, and well-being by encouraging children to work together to overcome challenges and reflect on the importance of mutual support in daily life.

**What competencies are developed:** P2, P3, S1, S2, S3

**Materials:**

- Large sheets of paper (one per group)
- Coloring supplies (crayons, markers, pencils)
- slips of paper with simple matching pairs (e.g., spoon/fork, sun/moon, socks/shoes, toothbrush/toothpaste) see [Annex\\_nº18](#)

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Find Your Match (Silent Communication Game)

**Purpose:** Break the ice and encourage nonverbal cooperation.

**How it works:**

- Prepare cards or slips of paper with simple matching pairs (e.g., spoon/fork, sun/moon, socks/shoes, toothbrush/toothpaste). see [Annex\\_nº18](#)
- Give each student one card and explain:  
"You cannot talk. You can only use gestures and movement to find your match."  
Students walk around, trying to silently communicate and find their partner.

**Debrief:**

- Was it hard not to talk?
- How did you figure out your match?
- What helped you cooperate in silence?

**Cooperation Focus:** *Cooperation isn't just about talking—it's also about noticing, understanding, and working together respectfully.*

### MAIN ACTIVITY 1

15'

**Activity name:** Helping Hands Challenge

**Objective:** Experience how cooperation helps solve challenges.

1. Students sit in a circle. The teacher sets the scene:  
"Imagine you're at a big celebration and your favorite food is in front of you. But today, you'll try eating in a way that shows how powerful teamwork can be!"  
Teacher demonstrates the "challenge":
  - One arm is held behind the back.
  - The other arm is stretched forward and **kept straight** (no bending the elbow).



2. The students try to “feed themselves” using only their stiff arm.
  - Let them try for a few minutes.
  - If a student figures out how to work with a partner (feeding each other), encourage them to share.
  - If no one finds a solution, the teacher gently models cooperative feeding by helping the student next to them.

#### Emphasis:

- Cooperation means **looking around, offering help, and being open to receiving help.**
- Encourage students to use polite language when offering or accepting help.

---

#### Guided Discussion:

- What happened when you tried to eat alone?
- How did working together change the outcome?
- How did it feel to help someone else?
- How did it feel to be helped?
- What does this teach us about teamwork?

**Cooperation focus:** *Sometimes the best solution isn't doing things alone, but working side-by-side and trusting one another.*

---

#### MAIN ACTIVITY 2

15'

#### Activity name: Cooperation in Everyday Life

**Objective:** Visualize and express cooperation in real-life situations.

1. Teacher says:  
“Now we’re going to get into small groups and show what cooperation looks like in our everyday lives.”
2. Divide students into small groups (4–5 students each).
3. Assign each group one scenario to illustrate:
  - Helping at home (e.g., setting the table, folding laundry)
  - Playing respectfully with friends (e.g., taking turns, sharing toys)
  - Helping classmates at school (e.g., teamwork in class, group projects)
  - Showing cooperation with teachers or adults (e.g., listening, following directions together)
4. Each group draws their scenario on a large sheet, focusing on **how people are helping one another.**

#### Encouragement:

- Use dialogue in the drawings (e.g., “I’ll help you!” or “Let’s do this together!”)



- Emphasize **inclusion**, **sharing responsibilities**, and **respectful collaboration**

## FINAL ACTIVITY

10'

### Activity name: Silent Strength Circle

**Objective:** Practice appreciation and positive reinforcement.

1. Stand in a circle.
2. Teacher says:  
 “Now we’ll quietly show appreciation for how we each bring something special to our group.”  
 One by one, students say something kind about someone in the group **without saying names**. For example:
  - “I admire how someone often shares their materials.”
  - “I feel happy when someone includes others in their games.”
3. If others feel the same, they quietly give a thumbs-up or clap once.

## REFLEXION

10'

“What Did We Learn Together?”

**Ask:**

- What did we do today?
- How did you feel when others helped you?
- What did you learn about working together?
- How can we use this kind of cooperation at school and at home?

**CONCLUSION** (Teacher Wrap-Up):

“When we work together, things that are hard alone can become easy. Cooperation is more than helping—it’s listening, trusting, and doing our part in a group. Whether it’s sharing, solving a problem, or encouraging others, we all have something to give. When we cooperate, we build stronger friendships, families, and communities.”

## JOURNAL

**Title: My Helping Hands**

Ask students to draw or write a short response to one or more of these prompts:

- “The time I helped someone was...”



## Lesson Plans - PSLL Competence Development



- "A time someone helped me and it felt good because..."
- "One way I can show cooperation tomorrow is..."
- "Cooperation makes our classroom better by..."



## LESSON № 19 | BUILDING COOPERATION

### Learning objectives:

Understand what cooperation is and why it matters.

Identify helpful vs. unhelpful group behaviors.

Practice respectful communication and active listening.

Work as a team to solve problems and share tasks.

Show empathy, patience, and conflict resolution skills.

**What competencies are developed:** P1, S1, S2, S3, L1, L2

**Materials:** building blocks, blindfolds

### ICEBREAKER ACTIVITY

5'

#### Activity Name: Let's build it...

**Instructions:** You divide students into teams and give them equal amounts of a certain material, such as building blocks. Then you give them something to build with them, like the tallest castle. This exercise builds communication and problem-solving skills.

### MAIN ACTIVITY

20'

#### Activity Name: Minefield

**Materials:** Chairs, balls or something to arrange the field, building blocks, blindfolds

#### Instructions:

Arrange some obstacles in a field and divide the participants into teams. The students have to go through the "minefield" blindfolded, with only the guidance of their teammates. To accommodate this, you can also require students to use only certain words or expressions. Exercises communication skills and confidence.

### REFLEXION

15'

**Materials:** None

**Instructions:** • Students are sitting in a circle.

The students reflect on what they learned from today's lesson.

Express personal emotions and discuss how they felt, during the activity.

#### Eg. Self - evaluation:

\*Rate this activity out of 10 (with your 2 hands)

\*"Why do you think we do this activity?"

### JOURNAL

**Materials:** Journal or notebook

#### Instructions:

- Ask students to write a few sentences about what they learned today.
- Prompts: Draw a face with emotion

## LESSON Nº 20 | OOPS!

**Learning objectives:** Showing that mistakes are learning opportunities  
Acknowledge that 'I made a mistake' is totally different from 'I'm rubbish'.

**What competencies are developed:** P2, P3, S1, L1, I2, L3

**Materials:** paper, pencils, students cards, **ANNEX nº 20 Famous mistakes**

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Chinese whispers

**Objective:** Show that mistakes are natural, especially when communicating, and that it's normal not to be perfect.

**Instructions:** The students stand in line. The teacher whispers a funny sentence to the first one, who turns to the classmate behind him and repeats it until they get to the last one, who says it aloud.

**Self - evaluation:**

\*Rate this activity out of 10 (with your 2 hands)

\*"Why do you think we do this activity?"

### MAIN ACTIVITY

20'

**Activity name:** The History of Famous Mistakes - **ANNEX nº 20 Famous mistakes**

**Procedure:**

**Presentation** of well-known examples of mistakes that led to discoveries or successes (e.g. Thomas Edison and his attempts to invent the light bulb; or mistakes in mathematics leading to new theories).

**Group discussion:** What can we learn from these examples?

**Conclusion:** Collective discussion on the importance of seeing mistakes as opportunities for learning and growth.

### REFLEXION JOURNAL

15'

\*Write the title of the activity

\*Write 'Mistakes are opportunities for learning and growth.'

\*write or draw a mistake you've already made and what you learned from it.

\*Draw a thumbs-up/thumbs-down/sideways (or arrows) to indicate what they thought of the day's activity.



\*Now I can ...

## LESSON Nº 21 | OPPORTUNITIES TO LEARN

**Learning objectives:** Understanding that mistakes are learning opportunities

**What competencies are developed:** S2, S3, L1, L3

**Materials:** Superpower“ cards to create (examples: “perseverance“, “creativity“, ‘curiosity’, “humor”), sheets and markers **Annex\_nº21**

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Draw what I say

➤ **Instructions:**

- In pairs, one student describes a simple drawing (e.g. a cat, a house) without showing it.
- The other student draws based solely on the oral description.
- At the end, they compare the drawing with the model.

**Self - evaluation:**

\*Rate this activity out of 10 (with your 2 hands)

\*“Why do you think we do this activity?”

### MAIN ACTIVITY

20'

As a group, each student recounts a mistake they've made recently, or invents a funny one.

They must associate this mistake with a superpower (e.g.: “I messed up my drawing, but it gave me the superpower of perseverance”).

Each group creates a mini-comic or poster with its story and super-power.

### REFLEXION

15'

Presentation to other groups the mini-comic or poster

### JOURNAL

- ★ We create a “mistake superhero identity card” for ourselves to keep (perhaps a mini-certificate).
- ★ Draw a thumbs-up/thumbs-down/sideways (or arrows) to indicate what they thought of the day's activity.



or



- ★ Now I can ...

## LESSON Nº 22 | EMBRACING MISTAKES

**Learning objectives:** Embracing mistakes as learning opportunities aims to cultivate a growth mindset where setbacks are viewed as chances for improvement rather than failures. This approach fosters resilience, adaptability, and a deeper understanding of concepts, leading to more effective learning and problem-solving.

**What competencies are developed:** S2, S3, L1, L3

**Materials:** Mistake Bingo [Annex\\_nº22](#), pens, art supplies, poster boards

### ICEBREAKER ACTIVITY

10'

#### Activity Name: Mistake Bingo

**Preparation:** Before the lesson, create Bingo cards with a 5x5 grid. Each square should contain a different type of mistake or learning experience. See [Annex\\_nº22](#)

**Introduction:** Explain to the students that everyone makes mistakes, and these mistakes are valuable learning opportunities. The goal of this activity is to recognize common mistakes we all make and share how we've learned from them.

#### Playing the Game:

- Hand out the Bingo cards and markers or pens.
- Call out different types of mistakes or learning experiences from the cards.
- When a student has experienced a mistake that matches the one called out, they should mark that square on their card.
- Encourage students to share a brief story or lesson they learned from that mistake as they mark it off.

**Winning the Game:** The first student to get five squares in a row (horizontally, vertically, or diagonally) shouts "Bingo!" and can share more details about one or more of the mistakes they marked. Continue the game until multiple students get Bingo, allowing more opportunities for sharing and reflection.

### MAIN ACTIVITY

15'

#### Activity Name: Mistake Museum<sup>14</sup>

**Materials:** Art supplies, poster boards.

Each student thinks of a mistake they've made (school-related or personal — no pressure to share something too personal).

On their sheet, they draw a small picture representing the mistake. Title: "My Mistake"

They should write a short explanation underneath: What happened? / What did I learn from it?

### REFLEXION

15'

<sup>14</sup> [Museum of Mistakes | Projekte](#)  
[Museum Of Failure - Goethe-Institut Los Angeles - USA](#)



**Activity Name: "Museum Tour"**

Place the sheets around the room (on desks or a wall). Students do a quick "gallery walk" to look at others' work (quietly and respectfully).

Reflection questions:

- What did you learn from each display?
- How can sharing our mistakes help us grow as a group?

**JOURNAL (OPTIONAL)****5'****Activity Name: "Celebrating Mistakes"**

**Materials:** Journal or notebook.

**Instructions:** Students write about a recent mistake they are proud of overcoming and how it has made them a better learner.

## LESSON № 23 | ENCOURAGEMENT VS PRAISE

**Learning objectives:** Students will understand what encouragement means and why it is important for personal growth and relationships with others.

- Learn how to give and receive positive feedback.
- Develop skills to support and motivate themselves and their peers.

**What competencies are developed:** P2, P3, S2, S3, L1, L2, L3

**Materials:** paper, pen

**Background information:** Encouragement and praise are both positive feedback, but encouragement focuses on effort and process, while praise focuses on the outcome or a child's qualities. Encouragement fosters a growth mindset, while praise can lead to a fixed mindset.

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Fly, Fly

**Instructions:**

- Let's stand in a circle and move in one direction. When you hear a word representing us as favourable (good), stand on your toes with your hands up.
- When you hear a word that portrays us as naughty - we squat

### MAIN ACTIVITY

20'

**Activity Name:** Encouragement Chain

**Instructions:**

- Students sit in a circle.
- The teacher starts by giving a compliment or encouraging phrase to one student.
- That student then passes on a different compliment or encouragement to the next person.
- Continue until everyone has both given and received encouragement.

**Examples of encouragement phrases:** <sup>15</sup>

- You figured out how to do that.
- You did it.
- You are learning how to tie those shoelaces. Last week you had trouble getting them tied, but this week you did it without a problem.
- Tell me how you did it.
- I see that you are working hard.
- This is hard for you, but you are sticking with it.
- You searched your mind and came up with something new.
- I noticed how you helped your friend."
- Keep trying, you're getting better day by day!

### REFLEXION

15'

<sup>15</sup> [Encouragement vs Praise for Teachers | Positive Discipline](#)

**Discuss with the class:**

"How did it feel to both give and receive encouragement?"

- "Why is it important to encourage others?"
- "How can encouragement help us solve problems or feel happier?"

**JOURNAL**

How did I feel after giving encouragement?

**Happy Proud Kind Other:** \_\_\_\_\_

## LESSON № 24 | PATHWAYS TO SUCCESS – ENCOURAGING ONE ANOTHER

**Learning objectives:** The workshop “Pathways to Success - Encouraging One Another” focuses on perseverance, self-awareness, problem-solving, growth mindset and encouragement.

**What competencies are developed:** P2, P3, S1, S2, S3, L1, L2

**Materials:**

- Worksheet for students: *Stories of Effort & Growth Annex\_nº24*
- Scrap paper or old newspaper, rolled and taped into a “baton”
- Duct tape

### ICEBREAKER ACTIVITY

5'

**Activity Name: Cheer My Name!**

**Instructions:**

1. Students sit in a large circle.
2. One at a time, each student chants their own name in three rhythmic beats while clapping, e.g., “Ta-sha-un!” (clap- clap- clap).
3. Whole group immediately echoes the same cheer *plus* an encouraging phrase:
  - o Echo: “Ta- sha- un!” (clap- clap- clap) – “You’ve got this!” (clap- clap- clap)
4. Continue until every learner has been celebrated.

**Encouragement focus:** Right from the start, everyone’s name is cheered and followed by group support.

### MAIN ACTIVITY

20'

**Activity name: Why Did It Happen? How Can We Help?**

1. **Explain:**  
“Today we’ll explore success and setbacks. We’ll look at why things turn out the way they do **and** how encouragement can change the result.”
2. Divide class into **groups of four**. Give each group one story from *Stories of Effort & Growth Annex\_nº24*.
3. Read the story aloud. Groups discuss two prompts:
  - a. “Why did this student succeed or struggle?”
  - b. “What words of encouragement and actions could help them next time?”
4. A spokesperson from each group shares their answers—first the **reason**, then an **encouraging plan**.

**Whole- class discussion**

- What habits help us succeed in goals that matter to us?
- How can friends, family, or teachers encourage us?
- Does success always mean finishing **first**? Why or why not?
- If we truly *did our best*, is that success—even without a trophy?
- Can adults face setbacks, too? (The teacher briefly shares a personal example.)

### REFLEXION

15'

**Activity name: Encouragement Relay**

1. Students stand in a circle. Place the taped paper baton between the knees of the first student.
2. Without using hands, learners pass the baton from knee to knee around the circle.
3. Rule: As you pass, say one short encouraging phrase to the next person (Examples of encouragement phrases [Annex\\_nº24](#)).
4. If the baton drops, the group cheers, "We'll try again!" and restarts—timing themselves to beat their best record.

**DEBRIEF QUESTIONS**

- What did we do today?
- How did encouragement affect our relay?
- What did we learn about supporting one another?
- Where in daily life can we use these encouraging habits?

**JOURNAL**

- "One step I can take this week to boost my success is ..."
- "Today I learned that encouragement matters because ..."

## LESSON № 25 | INSPIRATION

**Learning objectives:** Inspiration boards, whether for personal goals or design projects, can be effective learning tools. They help clarify objectives, foster motivation, and enhance visual learning. Learning objectives related to inspiration boards often focus on developing skills in goal setting, visual communication, and creative thinking.

**What competencies are developed:** P3, S2, S3, L1, L3

**Materials:** old magazines, sheets of paper from an A3 block for each student, scissors, glue, markers

### ICEBREAKER ACTIVITY

10'

**Activity Name:** Who do I admire?

**Instructions:**

- The teacher explains that in the life of every human being there are people who have some **special influence on us**, those whom we admire and want to imitate. A teacher can give an example of a person he or she admires.
- Students sit in a circle and each one in turn names one person who he or she thinks has achieved success. It can be someone who comes to mind at the moment (a scientist, an actor, an athlete, a colleague, a literary or film character).

**Discussion:** What made them successful and powerful?

Teacher's hint: Everyone who has achieved success in life has achieved it through their own work, a lot of sacrifices, struggle, effort and perseverance.

### MAIN ACTIVITY

20'

**Activity Name:** Mood Board /Inspiration Board<sup>16</sup>

**Materials:** old magazines, sheets of paper from an A3 block for each student, scissors, glue, markers

**Instructions:**

Students look through magazines and select from them photos, headlines, images that they would like to be true about them in 10-15 years. This could be, for example, a photo of a city or country where they would like to live, a photo of an athlete if they wanted to be successful in sports, etc. They stick them on large pieces of paper, decorate them, add their name, they can add information that they couldn't find in magazines but would like to happen in the future.

### REFLEXION

15'

**Activity Name:** Tell me about yourself

**Materials:** Moodboards prepared in the previous exercise

**Instructions:**

- Students share their reflections on what they have created. A willing student starts, then we move clockwise. Everyone chooses at least one or two things to share with others, talks about their plans and dreams for the future.

**Conclusion:**

<sup>16</sup> [Create Inspiring Mood Boards Online with Canva](#)



- The teacher summarizes the lesson and reminds us that every goal we set for ourselves should become our direction to which we are moving in small steps. Emphasis the importance of personal reflection and commitment to sustainable practices.
- Students take home the inspiration boards (mood boards) they have prepared.

**JOURNAL****5'****Activity Name:** I can ....**Materials:** None**Instructions:**

The teacher asks the students to choose one goal that they want to achieve in the near future and write it down in their private diaries.

## LESSON Nº 26 | HONORING DIFFERENCES

### Learning objectives:

- Help students recognize and respect diversity.
- Promote inclusion through teamwork.
- Foster empathy and acceptance in the classroom community.

**What competencies are developed:** P3, S2, S3

### Materials:

- small paper or index card
- Bingo sheet [Annex\\_nº26\\_Bingo card questions](#), You can use this page to create<sup>17</sup>

### ICEBREAKER ACTIVITY

5'

#### Activity Name: All About Me

**Materials:** small paper or index card, pen

#### Instructions:

- Each student receives a small paper or index card.
- They write or draw three things about themselves:
  1. One thing I'm proud of
  2. One thing that makes me unique
  3. One thing I like to do
- **Sharing**
  - Students partner up and exchange cards.
  - Each pair briefly shares what they learned about each other.

### MAIN ACTIVITY

20'

#### Activity Name: "Find Someone Who..." Bingo<sup>18</sup>

**Materials:** Bingo sheet

#### How to play:

- Hand out a worksheet or display a list like:
 

Find someone who:

  - Speaks another language
  - Has a different favorite food than you
  - Wears glasses
  - Has a pet
  - Celebrates a different holiday
  - Likes a different sport
- Students walk around the room and ask classmates questions to find someone for each box.

<sup>17</sup> [Free and customizable bingo templates | Canva](#)

<sup>18</sup> [Find Someone Who... Bingo | WMUx | Western Michigan University](#)





- After 10 minutes, regroup and reflect.

**REFLEXION****15'**

Read aloud a short picture book or story that features characters who are different in some way (e.g., new to a country, a different appearance, or with a special talent).

Discuss:

- "What was different about the character?"
- "How did others treat them?"
- "What could we do better in real life?"

**JOURNAL****5'**

Each student decorates one small paper square with drawings or words that represent something unique about themselves.

## LESSON Nº 27 | HONORING DIFFERENCES "VIVE LA DIFFERENCE"

**Learning objectives:** Help us to understand that we are different and that these differences are assets

**What competencies are developed:** P2, P3, S2, S3, L1, L2

**Materials:** Cardboard sheets cut into puzzle pieces<sup>19</sup> (large enough to write on) Pens, pencils, felt-tip pens, stickers

### ICEBREAKER ACTIVITY

5'

**Activity Name:** What is special about me?

**Instructions:** All students stand in a circle.

Each student says out loud something unique about him/her (examples: "I speak two languages", "I have a twin brother", "I love to draw"). Other students raise their hands if they share this characteristic.

**Variation:** Pass an object (such as a soft ball). Whoever has it must say what makes it special before passing it on to someone else.

**Key message to pass on:** We all have something unique, and that's what makes our group rich and interesting.

**Self - reflexion:** \*Rate this activity out of 10 (with your 2 hands)

\*"Why do you think we do this activity?"

### MAIN ACTIVITY

20'

**Activity name:** Class puzzle

Each student receives a puzzle piece. On their piece, they write or draw:

What makes them different (e.g. religion, passion, skin color, tastes, difficulties...)

What they like about others who are different from them.

All the pieces are assembled on a board or wall to form a large class puzzle.

**Guided discussion:**

- How does this puzzle make you feel?
- Why is it important to respect differences?
- How do differences make a group stronger?

### REFLEXION

15'

- Together, write a charter of respect for differences in a few simple sentences.
- Each student signs or affixes a symbol to show his or her commitment.
- Display the charter in the classroom.

### JOURNAL

\*Draw a thumbs up/thumbs down/sideways (or arrows) to indicate what they thought of the day's activity.

\* Now I can....

<sup>19</sup> <https://www.freepik.com/free-photos-vectors/blank-puzzle>



## LESSON № 28 | CURIOSITY

**Learning objectives:** Developing critical thinking, problem-solving skills, creativity, Honoring differences

**What competencies are developed:** P2, p3, S2, S3, L1

**Materials:** A3 or larger size sheets of paper for each group (5-6 people), colored markers

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Culinary memories

**Instructions:**

- Students sit in a circle. The teacher asks each student to close their eyes and listen to the instructions given by the teacher. The teacher asks:
  - Imagine the taste of something sour (what is it?)
  - Imagine trying something spicy (what is it?)
  - Imagine the taste of something salty (what is it?)
  - Imagine trying something bitter (what is it?)
  - Imagine eating something sweet (what is it?)
- The teacher asks students to open their eyes and encourages them to share their memories, what products came to mind during this task.

**Self - reflexion:**

- Rate this activity out of 10 (with your 2 hands)
- "Why do you think we do this activity?"

**The teacher includes:** what we talked about is related to what happened to us in life, what we tried, what we experienced. The more opportunities we have to try new things, the more curious we are about the world, the broader our horizons will be and the more we will learn.

### MAIN ACTIVITY

20'

**Activity Name:** Flower of curiosity

**Materials:** sheets of paper for each group (5-6 people), colored markers

**Instructions:**

- Divide the class into groups (5-6 people) – the best division option is to count down to 5 or some other way so that students are assigned to groups as randomly and diversely as possible.
- Each group receives (A3 or larger size) sheets of paper and markers. On the paper, students draw a large flower with a large center, the number of petals should correspond to the number of people in the group (each person can draw two petals for themselves).
- In the center of the flower, students write down the features that they have in common, e.g. everyone has blue eyes, everyone is wearing pants, no one has a pet, etc. On the petals, everyone writes something that distinguishes them from the group they are working with, e.g. I am an only child, I don't eat tomatoes, etc. In order to write down some of their own features, or a feature common to all, the group must talk to each other, ask questions, and show interest.
- The final stage of the work is to come up with a name for their group.

### REFLEXION

15'

**Activity Name: Let's talk about us****Materials:** Posters with flowers prepared in the previous exercise**Instructions:**

- Posters are glued to the board/wall. Students do not say which poster belongs to whom but rather try to guess which poster was created in which group based on the features written inside the center of each flower.
- The next task is to read the features on individual petals and find the people who wrote them down.

**Conclusion:**

- The teacher asks if anyone would like to summarize the exercise, what they learned about themselves and others.

The teacher makes sure that this is included in the conclusion:

- Every activity we undertake requires us to be open to others
- We cannot achieve anything on our own; only cooperation, curiosity and commitment can lead us to the goals we set for ourselves.
- We are all different from each other and we should use these differences as a force for cooperation.

**JOURNAL****5'****Activity Name:** What surprised me...**Materials:** None**Instructions:**

- The teacher asks the students to choose one feature that they had not previously thought of as characterizing them and to discover it after the class.



## LESSON № 29 | FOCUSING ON SOLUTIONS

**Learning objectives:** Children learn to approach problems by looking for solutions instead of placing blame.

**What competencies are developed:** P2, P3, S1, S2, S3, L1, L2

**Materials:** stuffed parrot (or talking stick or beanbag); whiteboard with markers

### ICEBREAKER ACTIVITY

5'

**Activity Name:** Talking parrot

**Instructions:** We pass the stuffed parrot (or talking stick or beanbag) around and who has it expresses how he/she feels today. E.g. I am glad that...

### MAIN ACTIVITY

20'

**Activity Name:** What Can We Do?

**Materials:** none

**Instructions:**

1. The teacher reads a problem aloud.
2. The class raises hands and offers different solution ideas.
3. The teacher writes them on the board and encourages respectful suggestions.

**Example Problem #1:**

*"Lina forgot to bring back the crayons she borrowed, and now another student needs them."*

**Ask:**

"What can Lina do now?"

"How can both students feel okay?"

**Example Problem #2:**

*"Two students want to be the line leader at the same time."*

**Ask:**

- "Can we find a fair way to decide?"
- "How could they solve this together?"

### REFLEXION

15'

**Teacher asks:**

- "How did it feel to work together to find a solution?"
- "Is it easier when we are looking for a solution instead of blaming someone?"
- "What can we do when we face a problem?"
- Write one sentence that you remember from the lesson.

## LESSON № 30 | CONFIRMATION BIAS AND CRITICAL THINKING

### Learning objectives:

- Understand what confirmation bias is.<sup>20</sup>
- Recognize how confirmation bias can influence our opinions about climate change.
- Learn ways to think critically and avoid confirmation bias.

**What competencies are developed:** P1, S2, L1, L2, L3

**Materials:** Video clips/pictures (optional)

Further materials for students aged 15-18<sup>21</sup>

### ICEBREAKER ACTIVITY

10'

#### Activity Name: Fact or opinion?

##### Instructions:

- Students line up against one of the walls of the room, the teacher stands opposite. We explain to the students that they will hear a few sentences in a moment and their task will be to decide whether what they hear is a **FACT** or an **OPINION**. If they believe that the sentence spoken by the teacher is a fact, they stand on the teacher's right side, if they believe it is an opinion - on the teacher's left side.

After each sentence is read and the students take their seats, everyone goes back to the wall and we continue the game until we run out of sentences.

- 1) Yesterday the weather was nice.
- 2) Yesterday it didn't rain/ rained.
- 3) Tall people play volleyball better than others.
- 4) Water boils at 100 degrees Celsius.
- 5) Vegetables are essential in the human diet.
- 6) Maths is boring.
- 7) The teacher is always right.
- 8) All children like to go on trips.

- We sit in a circle and summarize what the game was about. The teacher reads the sentences again and asks for clarification on when the sentence is a fact and when it is an opinion (**subjective/objective**)? Is it easy to distinguish facts from opinions in today's world? What could mislead us?

### MAIN ACTIVITY

20'

#### Activity Name: Understanding Critical Thinking and Confirmation Bias

##### Introduction

- Start with an engaging question: "What do you think **critical thinking** means? Listen to their answers.

<sup>20</sup> Adam Grant describes it this way, "Confirmation bias is twisting the facts to fit your beliefs" (Think Again)

<sup>21</sup> [https://www.oce.global/sites/default/files/2025-02/OCE\\_Climate%20Change%20and%20Critical%20Thinking.pdf](https://www.oce.global/sites/default/files/2025-02/OCE_Climate%20Change%20and%20Critical%20Thinking.pdf)



- Have you ever wondered if what someone told you is true? How do you decide if it's right?"
- Explain that **critical thinking** is about **asking questions, thinking carefully, and making good decisions** based on **evidence**, instead of just believing everything immediately.

**Story (or Scenario):** Share a simple story (or create a scenario) about a student who hears two different opinions **e.g. about climate change:**

- One says, "Climate change is just a myth."
  - Another says, "Climate change is caused by humans."
- Ask students which opinion they are more likely to believe and why.

**Video/Images** (optional): Show a short video or present images contrasting different perspectives on climate change to illustrate confirmation bias.

## REFLEXION

10'

**Discuss** how people might ignore facts that don't match their beliefs.

**Explain:** **Confirmation bias** can lead people to dismiss facts that don't support their initial beliefs.

### Wrap-up and Critical Thinking Tips

- Teach students how to avoid confirmation bias:
  - **Think critically:** Ask yourself, "Is there **evidence** that supports **both sides**?"
  - **Ask questions:** "Where is this **information coming** from?"
  - **Be open-minded:** Listen to different opinions and look for facts.
- Emphasize that understanding different points of view helps us learn the truth.

## JOURNAL

5'

### Self-reflexion questions:

- Can you recall a time when you later realized that you believed something that wasn't true?
- How can you ensure that this is less likely to happen in the future?



The following lessons include **ANNEXES** in editable form:

nº1, nº4, nº8, nº13, nº15, nº16, nº17, nº18, nº20, nº21, nº22, nº24, nº26

**These lesson plans were created by the following schools as part of the ERASMUS+ 2023-1-HU01-KA220-SCH-000156486 project:**

Sofia, Bulgaria, 107 Primary school "Khan Krum" <https://www.107ou.com/>  
Lesson nº 9, 17, 19, 23, 26, 29

Roye, France, OGEC Jeanne D'arc Roye, <https://jeannedarcroye.com/>  
Lesson nº 6, 17, 20, 21, 27

Szignum Iskola, Makó, Hungary, [www.szignum.hu](http://www.szignum.hu)  
Lesson nº 1, 2, 3, 4, 5

Kičevo, North Macedonia, OOU "Kuzman Josifoski-Pitu"  
Lesson nº 8, 12, 16, 18, 24

Białystok, Poland, Szkoła Podstawowa nr 50 z Oddziałami Integracyjnymi im. Świętej Jadwigi Królowej Polski w Białymstoku <http://www.sp50.bialystok.pl/>  
Lesson nº 7, 11, 25, 28, 30

Porto, Portugal, Salesianos do Porto, <https://www.porto.salesianos.pt/>  
Lesson nº 10, 13, 14, 15, 22

