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Erasmus+ Programme
of the European Union



TEACHER'S BOOK

Erasmus+ project

OUR EUROPE – A MELTING POT OF NOWADAYS

A handbook with lesson plans when:

- ✓ You need to get students to know each other
- ✓ You need to have a mini break during lessons
- ✓ You want to talk about differences
- ✓ You want to talk about emotions
- ✓ You want to work on debating techniques

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LESSON PLAN 1

EASMUS (ease+ Erasmus)

Aims: Breaking the ice between students

Skills practised /needed: social competence, communication skills

Finding personal details about each other, realising that hobbies, interests, preferences are similar all over the world.

Props: little bell, set of cards with prompts



Warm-up: The students role play, act a basic conversation with person sitting next to them. Then the students are divided in pairs from different countries. This variant resembles a game of speed dating.

Students can be divided in larger groups, mixed up so they form groups consisting of students from various countries and form a circle.

How to play:

Students form a circle/ sit opposite each other. From a bag they draw a question.

Variant 1.

A pair draws/ asks and answers questions for 1/2 minutes until a teacher/supervisor rings a bell. Then pairs change in an agreed direction.

Variant 2 for larger groups.

Students sit in a circle and answer questions until they run out of cards or stated otherwise. If time allows, they can re-group.

LESSON PLAN 2

TWO TRUTHS AND A TALE

Aims: GET TO KNOW EACH OTHER SOCIAL GAME

Skills practised /needed: basic knowledge of English

Props: (maybe some paper and pens if they need to write their statements down)

How to play:

Each person must make three statements about themselves, one of which isn't true.

For example: *I have two brothers, I was born in Australia, I have a motorcycle.*

This works best when you give the group some time to think of their statements, and write them down if they need.

Once one person makes their statements, the rest of the group must guess, or vote on, which statement is the tale. You could play as a team, or individually. It could work well to get each group member to write down their own answers and see who gets the most correct.

They can also get a balloon and blow it, then draw a self-portrait on it, so when it is their turn to speak, they use the balloon as their »mini me«.



LESSON PLAN 3

NAME IMPULSE (Shout your name)

Aims: get-to-know-you name-game for a large group

Skills practised/needed: /

Props: Stop-watch

How to play:

Form a circle, seated or standing.

Starting with the person to your left, ask them to say their name as soon as you give them a signal.

As soon as this person says their name, the person to their left calls out their name, and so on.

This impulse of names continues around the circle until it returns to where it started.

Next, record the time it takes the impulse of names to be called all around the circle.

Invite your group to make several attempts, and then change directions.

Note the best time.

***Variant:** Students can send the impulse in both directions (A and B Teams) at the same time. Note which team was the fastest.



LESSON PLAN 4

FIND THE RULE »SAYKO«

Aims: Getting information about more than one person in a short period of time.

Skills practised /needed: at least basic knowledge of English (question-asking)

Props: /



Warm-up:

-
- All players line up to form a circle.
 - The players make the rule of the game. For example, in our game, each person in the group will pretend to be the person to his/her left.
 - At the beginning of the game, a person called »midwife« who does not know the game and has not played before is selected.
 - The chosen person / midwife should not hear the rule.
 - The questions asked by the midwife to the players are answered according to the rule.
 - The selected person cannot ask the name and surname of the people who make up the ring. Other than that, he can ask anything.
 - It can be done before as a trial so that the game can be understood by everyone.

How to play:

Are you sure you want to learn? If you have never played this game, reading this aim will miss all the magic of the game because this game requires a person who does not know the game at all.

Well, let's write anyway ...

Sayko is a game that aims the person to try to find the rule set by the players by asking questions. But the part that drives the chosen person crazy is that he finds himself in the game without knowing much about the game. "*What's going on here?*" it makes people say. This is what is enjoyable. 😊

Before starting the game, the chosen person is taken out or banned. Then a circle is formed with the remaining people and the rule is explained to everyone. According to the rule stated, everyone will answer the questions of the chosen person as if they were the person to the left. After everybody understands the rule, the selected person is called and the selected person is told that he can ask any question to other rather than their names and surnames of the people who make up the circle, and it is stated that everyone is telling the truth. The chosen person asks questions to the person he chooses. The questioned person replies as if he was the person to his left. If his answers are correct, nothing will be done. If his answers are wrong according to the person on his left, the person on his left calls out "sayko" and scattered to the circle and recreated. Then the chosen person selects one again and asks questions again. This situation continues until the selected person finds the rule of the game. So it ends when he finds out what the people who make up the group act on. For example, the chosen midwife asks someone from the group various questions (*What is your favourite colour?, What is your favourite football team ?, Where do you live?, How many siblings do you have?, What is your favourite animal?*). The person to whom the question is asked answers these questions as much as he knows his friend who is on his left. If he answers the questions correctly, he will not disperse to the circle. If his answers are wrong, the person on his left says "sayko" and scatters the circle and everyone changes places. Then the selected person selects one person from the circle again and asks questions again.

Since everyone will answer the questions correctly during the game, everyone in the group gets information about someone.

LESSON PLAN 5

I-GENT

Aims: to develop positive atmosphere in the group; to enable children to show their mobility, speed, dexterity and precision; to learn the rules of the game; to develop social skills related to listening others while talking; to develop gender equality

Motto of the game: Be a gentleman, be quick and be polite

Skills practised /needed: respecting the opposite sex; gaining speed and dexterity; better communication and understanding; developing tolerance and teamwork

Props: a ball, a court and a net raised at 1m

Warm-up:

Children form a line and do stretching exercises.

How to play:

There are 20 members in the team, of which 12 are on the court (6 boys and 6 girls). The players on the court form pairs of boys and girls. The remaining 8 children (4 boys and 4 girls) also form pairs and surround the players on the court from all four sides. By throwing the ball quickly, the players seek an opportunity to hit the players on the court and throw him/her out of the game. The only rule is that boys can hit boys only, and girls can hit girls only. In each pair, a partner should protect his/her partner, depending on whether a boy or a girl is throwing the ball. The best tactics is to deconcentrate opponents by passing the ball behind the back and moving quickly on the court.

According to the rules, the game is played in three twenty-minute parts and the winner is the team which has eliminated the most players of the same sex in total. Also, if a boy hits a girl, he is out of the game. If a girl hits a boy, she is out of the game as well.

It is also against the rules to hit your opponent on the head and is a reason for exclusion from the game.

The game is about constant physical contact (usually by holding a partner's waist or standing in front of him/her), through which a boy protects a girl or she protects him, so that both sexes are equally responsible for the result of the game and good team work.



LESSON PLAN 6

FIND YOURSELF A PARTNER

Aims: warm-up activity and TPR break appropriate

Skills needed/practised: /

Props: /

Where: a big place outside, for example a basketball court

Group size: 20 – 30 students

How to play:

Students run freely around the court. When the leader (teacher) shouts a certain number, they need to join into groups with as many members as the shouted number is (number 2 – pairs, number 3 – groups of three and so on). Students in the group need to hold their hands and wait for as long as the leader doesn't check if their numbers are in order. The leader then gives a sign for free running again. Whoever doesn't find a group and is left alone or the number of members in the group is not correct, needs to do 5 squats/jumps/push-ups, etc.

It is not allowed for students to run around in groups, but they need to scatter each time after the leader checks them. Therefore the shouted number should always be different, so the number of members in the groups also varies each time.



LESSON PLAN 7

TEN PASSES

Aims: a sports game - 10 consecutive passes without interruptions

Props: a ball (handball or basketball), T-shirts of 2 different colours (for 2 groups)

Where: a basketball court

Group size: up to 30 students, divided into 2 groups

How to play:

We divide the students into 2 groups of the same size and give each group T-shirts of the same colour (e. g.: 1 team is RED, 1 team is YELLOW). A lot decides which group will start. At the sign for the start of game, members of that group start to pass the ball around. They try to reach the goal of 10 consecutive passes without interruptions, which then wins them a point. The other team tries to interfere and get the ball, but this is only allowed when the ball is not held by anyone (stage of »flying«, stage of rolling...). Getting the ball from the hands of the opponent and direct attack on him/her is not allowed. If the other team succeeds in getting the ball, that team then starts with the passes and passes are now counted for the team that won the ball. All passes are erased from the team that lost the ball and when they win it again, we start counting from the beginning (1st pass). When one team is successful in making ten passes and gets a point, we give the ball to the other team which starts with passes then.

A judge (teacher) is responsible for regular passes and counting the points and he also prevents rough game or incorrect hindering of the opponent. If any of these two things happen, we stop the game, give the ball to the other team and count an additional pass for this team. If the ball falls on the floor or the opponent touches the ball, we consider this a mistake. If this happens, we stop counting and start from the beginning for the team which got the ball. Passing the ball back to the player who passed it to you is not considered a regular pass.

LESSON PLAN 8

DODGEBALL/ THE GAME OF TWO FIRES

Aims: team building

Skills practised /needed: belonging to a group/team

Props: chalk/ball, gymnasium, field outside.

Warm-up:

The players are divided into two equal teams (three players minimum)

Number of players: minimum 3 in each team.

How to play:

Teams stand opposite each other and take their part of the court. One of the teams begins playing and throwing the ball at an opponent. When the ball is flying in your direction quickly make a dodge to avoid being hit. As long as the players stay within their side of the court they can run, jump etc. When the ball hits the ground first and then the player he is still in the game. The person who is hit by the ball leaves the game. The player who catches the ball and does not drop it, is still in the game and can pass the ball to a teammate if he/ she doesn't want to throw the ball.

The winning team is the one that eliminates the opposing team.

Variation of the game is to score the points- one hit one point, within a set time limit.

LESSON PLAN 9

DODGEBALL »WITH A GOAL«

Aims: It performs balancing movements with increasing accuracy by using body, field awareness and movement relationships.

Skills practised /needed: /

Props: a volley ball

Warm-up:

Necessary precautions are taken to prevent students from hitting each other.

Walking, running, jumping, etc.in the specific area. their movements are made without hitting anyone, pausing, back and forth, sideways, and in different directions.

How to play:

The class is divided into two teams, red and white. Teams are settled as "goalkeepers" and "players" among themselves on a rectangular court divided into two halves. The goalkeepers of the white team are placed on one endline of the field, and the "red team's goalkeepers" are placed on the other bottom line. Red players settle on the playing field right in front of the "white goalkeepers" and "white players" settle on the playing field right in front of the "red goalkeepers". The aim of the game is to pass the goalkeepers and players of each team and hit the opposing team players without touching the ball to the floor. If the ball touches a player after it hits the ground, the player is not considered hit, if he can keep the ball in his own court, he continues to play. The student holding the airborne ball gets an advantage to hit the opposing team. When the "players" are shot and the game is stopped, the "goalkeepers" may enter the

game one by one or all at the same time at any time. Those who become players who are shot cannot enter the game again and continue to play as goalkeepers. The game continues until all players of one of the teams are shot.

After the game, the students asked, *"How would you like to throw the ball to hit someone in the distance? Why did you need to change direction during the game? What was the result when you threw the ball slowly at the opponent team?"* and a discussion in mixed group can happen.



LESSON PLAN 10

KAHOOT KVIZ

Aims: the aim is for pupils to discover and learn some important facts about all four countries participating in mobility, to develop team spirit and mutual cooperation and to encourage inquisitive and competitive spirit in pupils.

Skills practiced /needed:

Pupils should develop their IT skills by using technology in class for educational purposes, to develop communicative skills, language skills, social skills through team and pair work, to practise concentration, persistence, precision, accuracy, self-confidence and belief in oneself.

Props: The class should be held in a digital/ICT/computer classroom with enough computers for all pairs. The Kahoot quiz: (<https://create.kahoot.it/details/b20acc9b-45b8-4058-a267-931d094996d7>)

Warm-up:

Teachers and pupils introduce themselves. Pupils form pairs and are given instructions for work.

How to play:

Pupils work in pairs – one is a host pupil and the other is a guest pupil. Working in pairs encourages peer cooperation and better communication. After opening the quiz, pupils are given the option of individual play and PIN. When all of the pupils have entered their PIN, the teachers check the players list and START the game.

There are 16 questions with three possible answers. Some of the questions are: *What sea does Poland border in the north? What's the capital city of Poland? What is the longest river in Poland? What's the official currency in Poland? Is Slovenia a republic? What's the capital of Slovenia? What is the symbol of Slovenia? Which language family*

does Slovenian belong to? On which two continents does Turkey lie? What's the capital of Turkey? What sea does Turkey border? Which city is Hagia Sophia in? What's the capital city of Serbia? What religion dominates in Serbia? Which country or countries does Serbia border in the north? Which country did Serbia use to belong to?

Pupils cannot see the questions. They are read one at a time and the answers are marked by symbols of different shapes and colours. Pupils can only see the symbols, not the texts of the answers. Their task is to click on the symbols which denote the correct answers as quickly as possible. When all of the players have chosen their answers, it is possible for pupils to see the correct ones. The feedback also includes the number of correct guesses, the ranking of players and the total score of each team. Each team can see whether their answer is correct or incorrect, their total score, ranking and the current top 5 teams. When the game is over, three best teams are rewarded.

After the quiz, pupils evaluate the class using LIKE as the universal teenage way of expressing satisfaction. In this way teachers can get feedback on pupils' attitude towards working in pairs and using ICT in class.

The Kahoot is used in the main part of the lesson to motivate the pupils to learn something new and to create team spirit. Pupils have shown how much they love to compete, to play and to learn though play. The knowledge gained in that way is more permanent and not easily forgotten.



LESSON PLAN 11

OPPOSITES

Aims: to get the participants of the workshop to get to know each other, to understand and accept the differences among them and to prepare them for team work in the upcoming workshops.

Skills practised /needed: communicative skills, social skills, language skills (everyday use of English)

Props: List of questions to be asked. It is best to play the game in the schoolyard or in a big classroom/school gym.

Warm-up:

All children stand in a line. The teacher names a letter of the Alphabet at random (say *M*). The children whose names start with the given letter answer the following questions: *What's your name? Where do you come from? How old are you?*

How to play:

All children form a line. The teachers stand in front of the line, some 3 to 4 metres away from the children and ask questions from the list. All children whose answer is *Yes/Me* take a step forward. If the answer is *No/Not me*, they stay put. Here are some questions that can be asked:

1. *Who is twelve years old?*
2. *Who was born in the summer?*
3. *Who's got a brother?*
4. *Who's got a dog?*

5. *Who likes dancing?*
6. *Who likes listening to music?*
7. *Who's into sports?*
8. *Who can play an instrument?*
9. *Who went to Paris last year?*
10. *Are you interested in Maths?*

The first child/children to come to the teachers is/are the winner(s) of the game.

Follow up:

Teachers encourage the children to mingle with others and to ask different questions themselves. The aim is to find someone who has the most in common with them.



LESSON PLAN 12

TOLERANCE

Aims: to develop tolerance in communication skills, tolerance in social contact and empathy; to question and redefine one's own attitudes towards different people, values or traits;

Skills practised /needed: Clear and argumentative expression of opinions and attitudes

Props: List of sayings about tolerance for each group, markers, board or flipchart

Warm-up:

Brainstorm children's ideas on tolerance. Ask *What do you think tolerance is* and write down their answers / ideas. Then, invite them to comment on the definitions on tolerance they have provided. Summarize the activity by pointing out that the most important thing for everybody to know is that they have every right to be different.

How to play:

First Activity – The walk of tolerance

Explain to the children that in the following activity they will be asked to take their places according to their opinion in the following way: after the teacher asks a question, if their answer is *Yes*, they will take a place on the right side of the classroom; if their answer is *No*, they will take a place on the left side of the classroom; if they are not sure, they will stand in the middle of the classroom. Then, the teacher asks questions, one at a time, inviting children to think and answer them. The questions are: *Could you be very good friends with someone who supports a rival club / is of different nationality / disobeys rules / is an excellent student / listens to folk*

music / listens to heavy metal / is five years older than you / is five years younger than you / with special needs?

Have a short discussion after each question. Here are some possible questions: *What is it you don't like about the people who belong to this group? What other traits do you think they possess?* Give everyone who wants to justify their choice an opportunity to do so. Some children might feel uncomfortable if their answer is *No*, so allow them to stand in the middle of the class and justify their choice. *The most important thing for pupils to know is that they are allowed to change their answer / position in the classroom after each discussion.*

Summarize the activity by UNESCO's definition of tolerance:

Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

Second activity – Wise thoughts on tolerance

Children are divided into groups of 4 or 5. Each group gets a list with sayings and then they choose the one they like best. Groups report by naming the saying they have chosen and justify their choice. Finally, all children agree on the saying they like best and display it in the classroom.

Wise thoughts on tolerance

1. *The highest result of education is tolerance.* HELEN KELLER

2. ***I might disagree with your opinion, but I am willing to give my life for your right to express it. VOLTAIRE***

3. ***Beauty and strength lie in being different. The thing we all have in common is that we are different.***

4. ***When all think alike, then no one is thinking. LIPMAN***

5. ***The test of courage comes when we are in the minority. The test of tolerance comes when we are in the majority. RALPH SOCKMAN***

6. ***If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away. HENRY DAVID THOREAU***



LESSON PLAN 13

SOMEONE DIFFERENT AMONG US

Aims:

- To raise awareness of the differences among us.
- To better understand how someone, who comes into a new environment, feels and is different.
- To develop social sensitivity.
- To understand that it is correct to show people the right of being different in everyday situations.
- To understand that it is correct to help people to get included into a new environment.

Skills practised /needed: conversation, role play, expressing opinion, observation.

Props: big A3 (or bigger) paper, pens.

Warm up:

Students look around in their group and first try to point out differences among them - how do they differ. Then they try to find things that they have in common, that connect them.

Students discuss in their group what it means to them to be different. We encourage them with questions:

A moment to think and talk:

How do you know when someone is different?

When do we say that someone is different?

What is different in such a person?

Work:

They write their thoughts and ideas (brainstorming) on a big A3 (or bigger) paper.

A moment to think and talk:

Do we judge a person by their looks?

Do we need to know the person, to see/know that they are different?

Why is being different bad? Who for?

Why would being different be good? Who for?

Work:

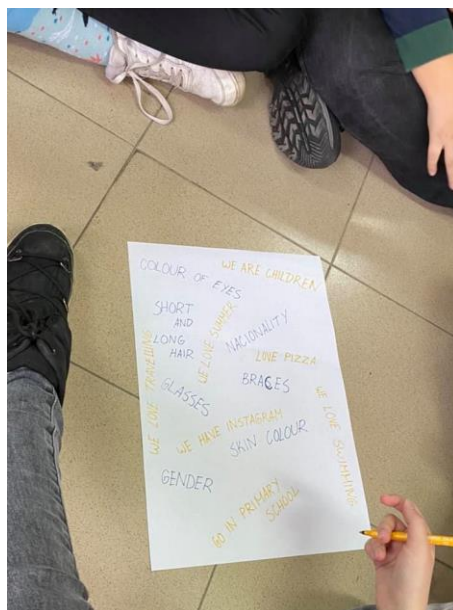
They draw a line in the middle of their paper to split it into two halves. On one side they write positive consequences of being different, on the other side they write negative consequences. They can also illustrate.

They present their findings to other groups.

Group work execution:

In the group they decide on / get a situation. Students divide roles and write a dialogue. The basis for their dialogue should be their "posters".

First they get worksheets with character descriptions (Attachment 1). They divide roles and decide on how they act, react, behave in the situation.



Attachment 1

Situation 1:

Person 1: A teacher, cold and official.

Person 2: A student who is nice and emphatic, but likes to hang out with "delinquents".

Person 3: A student, who is nice and emphatic and does not hang out with "delinquents".

Person 4: A student who stands out in bad behaviour, seeks opportunities to do bad things, makes fun of others.

Person 5: A new student from another country, who looks shy, but isn't. The only obstacle is the new language that he does not know, only a few basic words.

Situation 2:

Person 1: A nurse, kind and emphatic.

Person 2: A calm and emphatic person (native person).

Person 3: A person, who is self-conscious and relaxed.

Person 4: An angry and scared native person.

Person 5: A teen from Asia, who is wearing a face mask because he thinks it's responsible to other people (social responsibility), as he has a cold.

Situation 3:

Person 1: A coach – positive and encouraging.

Person 2: A student, encouraging and likes to socialize. He wants for everyone to have an equal opportunity and for all to be good friends.

Person 3: A positive and encouraging student, who doesn't have the courage to speak up (quiet). He really does not like it when others have prejudice.

Person 4: A very self-conscious student with lots of prejudice toward different people.

Person 5: A student, who is an excellent sportsman. His difference is a disability (he was born with one arm only).

Situation 4:

Person 1: A student – an excellent sportsman, self-conscious and independent from what everyone else thinks.

Person 2: A student, emphatic and calm, kind to his friends.

Person 3: A student, who is not very self-conscious, likes to hang out with "bullies", but knows what is right and what is wrong.

Person 4: A student, who is very weak at sports, but also very self-conscious. He is scared of making mistakes and does not admit that anyone is better than him.

Person 5: A new student, very self-conscious, a bit arrogant and scared at the same time.

Situation 5:

Person 1: A foreign person in a sweet shop. An elderly man. Hostile and mean to young people, who stand out (black clothes, long or spiky hair, tattoos, piercing...)

Person 2: A student, emphatic, calm and kind, also popular. He stands out in the way he dresses and his hairstyle is also unusual.

Person 3: A student who isn't very self-conscious, likes to hang out with bad guys, but knows what is right and what is wrong. His clothes and hair stand out (different), he has bad grades, because he doesn't think learning is important.

Person 4: A very bad student. His clothes and hair stand out (different). Very self-conscious. He's afraid of making mistakes and doesn't admit anyone is better than he is.

Person 5: A new student, who is scared and not very self-conscious. His looks are what teachers, parents and the society think is appropriate.

Situation 6:

Person 1: A very popular girl, always dresses trendy and has the newest phone and clothes and everything; very arrogant and thinks she's the only one and the best. Does not accept that anyone would be interested in anything else but her.

Person 2: A very kind and accepting girl, president in her class, has great social and communication skills.

Person 3: A very religious girl, shy, intelligent and old-fashioned, afraid of everything different and new because she thinks it will harm her, make her world different; she does not like changes.

Person 4: A boy that really likes person 5, wants to ask her out, very social and liked in his school, town. He is popular with girls too, kind-hearted.

Person 5: A girl of different religion (Muslim), she wears a headscarf. She knows she is different but she is proud of her religion, she is kind and positive. She wants to be friends with children in her new town.

LESSON PLAN 14

EMOTIONS ROLE PLAY

Aims:

- to recognize different emotions
- to express emotions
- to develop the right response in different situations
- to develop empathy in students



Skills practised /needed: conversation, role play, expressing opinion, observation.

Props: cards of emotions, situation cards (Attachment 2)

Warm-up:

Students think about their own well-being at that moment and express it by choosing the right card. Then they explain why they chose the specific emotion. They try to determine the colour of their emotion. At the end every student tries to describe how the emotion reflected on his body, movement and face.

How to play:

Students are divided into a group of 5. They choose their situation card. After that each individual student chooses their own emotion card, which explains how to express emotion with body, movement and face. They create their own dialogue and at the end they play the role play with a view to resolving the situation positively.

Attachment 2



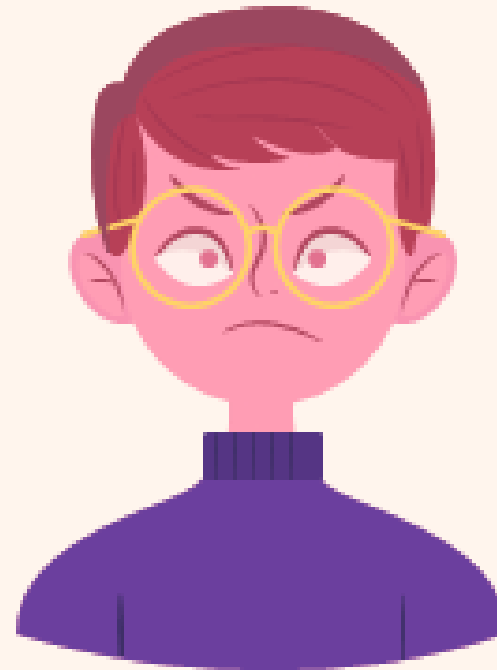
JOY



LOVE



SADNESS



ANGER



FEAR

General instructions:

A NEW STUDENT COMES TO YOUR CLASS. DEPICT THE EMOTION ON YOUR CARD WITH WHOLE BODY EXPRESSION (pay attention to movement around the class, body posture & facial expressions), AND OF COURSE DO NOT FORGET EXPRESSION WITH YOUR VOICE AND WORDS WHICH RESULT WHEN WE FEEL THE WAY THAT IS WRITTEN ON YOUR CARD.

TEAM WORK IS BEST WORK SO WATCH CLOSELY WHAT THE GROUP IS DOING AND JOIN IN THE GAME WHENEVER NEEDED. ROLE PLAY MORE TIMES, SO THAT WHEN YOU PRESENT IT IN FRONT OF THE WHOLE GROUP, IT WILL BE COMPLETE AND PERFECTED.

SADNESS:

YOU ARE THE CLASSMATE THAT IS THE SADDEST IN YOUR CLASS, BECAUSE YOU ARE THE NEW STUDENT. YOU'VE COME FROM A COUNTRY FULL OF VIOLENCE, SO YOU EXPECT IT WILL BE THE SAME HERE. YOU REACT AGGRESSIVELY TO EVERY UNPLEASANT SITUATION, WORD OR GESTURE OF YOUR CLASSMATES – WITH WORDS, BUT SCARED AND SAD. TRY TO FIND SOMEONE IN CLASS WHO WILL MAKE YOU FEEL PLEASANT AND TRY TO PROVE, TELL OTHERS THAT YOU ARE ONLY SCARED OF THE UNKNOWN ENVIRONMENT.

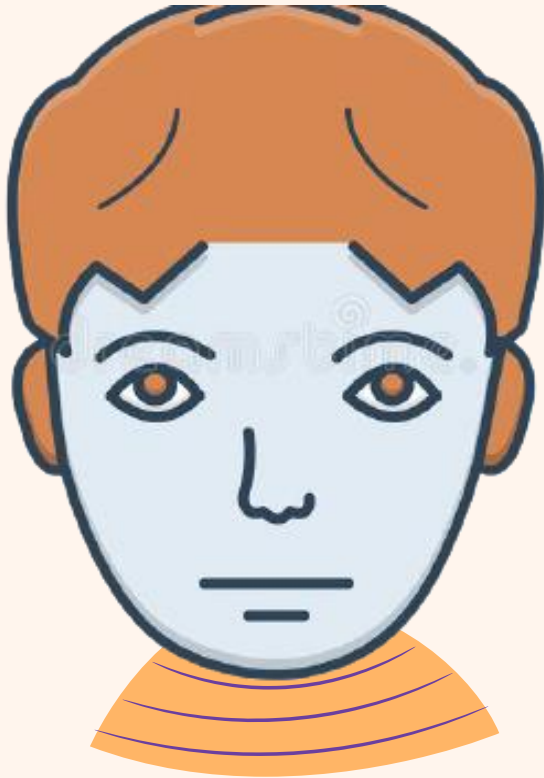
FEAR:

YOU ARE THE CLASSMATE THAT IS THE MOST FRIGHTENED IN YOUR CLASS. YOU ARE SCARED OF YOUR NEW CLASSMATE, BECAUSE YOU DON'T KNOW HIM/HER. YOU ARE SCARED OF FIGHTS AND ALWAYS TRY TO AVOID THEM. IN YOUR CLASS TRY TO FIND A PERSON, WHO, WITH THEIR GESTURES/WORDS, EXPRESSES SUCH EMOTION, THAT YOU FEEL PLEASANT AROUND THEM. TRY TO MAKE CONTACT WITH THAT PERSON AND TELL THEM HOW YOU FEEL AND WHY.

JOY:

YOU ARE THE CLASSMATE, WHO SEES THE BRIGHT/POSITIVE SIDE OF EVERYTHING AND YOU ARE ALWAYS SMILING AND JOYFUL. AS YOUR EMOTION AND YOUR FEELINGS ARE PLEASANT, YOU WANT EVERYONE TO FEEL THIS WAY.

JOIN IN THE SITUATION WITH PLEASANT, COMFORTING WORDS, REASSURING GESTURES AND THINK ABOUT HOW YOU WILL CONVINC OTHERS TO ACCEPT THE NEW STUDENT AND MAKE HIM FEEL WELCOME.



APATHY

APATHY:

YOU ARE THE CLASSMATE THAT SHOWS LACK OF FEELING, EMOTION, INTEREST, OR CONCERN ABOUT SOMETHING IN YOUR CLASS, IN THIS CASE ABOUT THE NEW STUDENT. YOU DON'T REALLY HAVE OPINIONS ABOUT ANYTHING, BUT INSIDE YOU DO HAVE EMOTIONS, YOU JUST CAN'T SEEM TO EXPRESS THEM. TRY TO FIND SOMEONE IN CLASS WHO WILL MAKE YOU FEEL PLEASANT AND TRY TO EXPRESS (BODY, FACE, WORDS) HOW YOU FEEL IN THIS SITUATION WITH THE NEW STUDENT.

ANGER:

YOU ARE THE CLASSMATE WHO WILL NOT AND CANNOT ACCEPT THE NEW STUDENT, BECAUSE YOU ARE ANGRY, THAT THIS NEWCOMER WILL BE »COOLER« THAN YOU.

YOU PROVOKE HIM/HER ALL THE TIME AND WANT TO PROVE YOURSELF IN THE WRONG WAY: WITH WORDS, WANTING TO HAVE A PHYSICAL FIGHT.

LOVE:

YOU ARE THE CLASSMATE WHO SEES LOVE AND FRIENDSHIP IN EVERYTHING AND WANT OTHERS TO FEEL THIS WAY, TOO. YOU ARE PATIENT AND FRIENDLY-ORIENTED.

THINK ABOUT WHAT YOU WILL DO SO THAT OTHERS WILL FOLLOW YOU AND YOUR PRINCIPLES.

LESSON PLAN 15

ICEBREAKER ACTIVITY

Aims: To facilitate adaptation to the current foreign environment, to get to know your teammates.

Skills practised /needed: basic knowledge of English, conversation

Props: sports Hall

Warm-up:

- Students are sorted so that they can see each other's faces.
- Everyone stands far away from hearing each other.
- The teacher explains the rules.

How to play:

First of all, students are lined up to form a circle. The teacher moves to the middle of the circle. The teacher starts the game by saying his own name. The student in the queue then tells the teacher's name and his own name. Each student tells the names of the people who came before them and adds their own name to the end. The last student must count the names of all students from the beginning. After the names are learned, each student determines an adjective for himself. The teacher comes back in the middle. He says the title and name he has set for himself. The next student then first says the adjective and the name of the teacher, adding the adjective and name he has set for himself. Each student says their own adjective and name after saying the adjectives and names of the students before them. The student at the end says the adjectives and names of all his friends. The game is then terminated. Students learn

each other's names and distinctive characteristics. It's easier for them to work as a group.

LESSON PLAN 16

MUSIC THERAPY – KALIMBA

Aims: Soothe soul with a musical instrument. Learn how to use music to provide a wonderful backdrop for the life and increase enjoyment from what we do while reducing stress from our day.

Skills practised /needed: playing kalimba

Props: Music Room, kalimba



Warm-up:

- Each student is given a kalimba.
- Students who do not know how to play kalimba are paired with students who know how to play kalimba.

How to play:

First of all, each student is given a kalimba – a musical instrument. The music teacher briefly informs the students about kalimba. Behind it, students who know how to play kalimba are paired with those who don't. A song is determined for everyone to work together and the notes of the song are written on the board. Students who know how to play Kalimba teach their teammates how to play the song. The event lasts until everyone learns to play the song. At the end of the event, all students try to play the song they have learned together. At the end of the course, students are asked how they feel during the event.

LESSON PLAN 17

FEELING OF BEING OTHER

Aims: It raises awareness about how children with different languages and cultures feel in school.

Skills practised /needed: _____

Props: sports Hall, little Stones, a ball

Warm-up:

- Groups of students who speak the same language are created.
- One group follows and the other group becomes players.
- Students are warned not to harm each other.

How to play:

First of all, two groups of students who speak the same language are formed. One of the groups chooses a children's game belonging to their culture and starts playing. No game rules are told to the group watching the game. Students in the group watching the game try to understand the rules of the game. After watching for a while, students who watch are also asked to be included in the game. The two groups play together. After the game, students are asked questions such as "*What are the difficulties of having to live in a different country, what are the difficulties that can be experienced when trying to adapt to a new environment*" and the film is made by making a video with the answers given by the students.

LESSON PLAN 18

EMOTIONS WITH COLOURS – DRAWING AND MUSIC

Aims: The expression of emotions with colours and drawings in the accompaniment of classical music based on the fact that the notes on different tones and characters may have different effects on people.

Skills practised /needed: Expressing your own feelings in different ways.

Props: different types of crayons, picture paper, a music player.



Warm-up:

- Crayons and picture papers are distributed to each student.
- Classical music is played at a level that everyone can hear.
- Students are given the necessary instructions.

How to play:

Students are seated so that they can work comfortably without being affected by each other. Then classical music opens. Students are asked the question " How does it feel to be in a different country?" Students are asked to express their feelings using geometric shapes and colours in line with their answers. Classical music is played while students make their drawings. After the event, students are asked if music has an impact on their emotions. Students are talked about what emotions they express in what colours. Each student then tells their friends about the picture they make and the feelings they want to express. The work of the students is stored for display.

LESSON PLAN 19

BREATHING TECHNIQUES

Aims: Learning a set of techniques that are intended to encourage a heightened state of awareness and focused attention. Better management of symptoms related to anxiety disorders, stress, depression, sleep disorders, etc. Increased self-awareness, improved emotional well-being.

Skills practised /needed: slowing down & stretching the body

Props: Sports Hall, Sports Matte

Warm-up:



-
- ✚ Students are sorted at intervals where they will not come into contact with each other.
 - ✚ Matte is distributed to students.
 - ✚ Students are sorted so that they can see the teacher.
 - ✚ Students are given the necessary instructions.

How to play:

First, the students distribute the necessary materials. The teacher who will do the exercise moves to a place where all students can see it. Students are told to do the actions the teacher shows them. First of all, warm-up movements are performed. Then, breathing activities are performed with more energetic movements. Finally, yawning exercises are performed and the activity is terminated. After the exercises, students are asked how they feel.

LESSON PLAN 20

I'M AN EMOTION EXPERT

Aims: Expressing your feelings with visuals and recognizing different emotions

Skills practised /needed:

Props: different types of crayons, picture paper, cards.



Warm-up:

-
- Coloured pencils, coloured papers and cards are distributed to each student.
 - Students are asked to think about questions about emotions.

How to play:

First of all, the necessary materials are distributed to the students. Several pre-drawn emojis are shown as examples. They are then asked to create images that express different emotions. Students are divided into groups. A student from the group is selected to answer questions. To ask the selected student, other members of the group create questions such as "*How would you feel in situation?*".

Students ask their chosen teammates the questions they prepare. The selected student answers questions with emojis they have drawn. Then, the student's most used emojis are looked at and guessed what kind of character he or she has.



LESSON PLAN 21

Each one of us is a drop. Together we make an ocean.

WRITING A STORY BASED ON IMAGES

Aims: Writing a story based on given images. Getting to know each other through different and similar opinions and ways of thinking, developing teamwork, respecting emotions and feelings of others and experience of given notions, developing and supporting tolerance and empathy

Skills practised /needed: language competences, expressing your own feelings

Props: whiteboard, projector, papers, images, pens

Warm-up:

All the students will be divided into five groups.

There will be ten pictures/images presented on the board that the teacher randomly selected, and on the basis of which the students will write a story. All images will be presented using the Book Creator ICT tool. Together they name each image. The teacher will ask the students to think about what kind of association they have when they see the picture, what emotions or memories, the experience awakens every image in them...

The teacher will give each student a piece of paper with pictures/images, on which they will write their associations next to the picture, the emotions they have when they see each picture separately, etc. Students will have five minutes for this activity. The teacher shows the words on the board that could help them express their

emotions, using the ICT tool WordArt. After that, students will discuss in their group what is similar and what is different in their opinions and experiences of the given images. Students will have five minutes for this activity.

How to play:

The teacher emphasizes the goal of the workshop, that the students will write a story based on the given pictures/images. The story should contain all the given words, as well as emotions, and associations that students will include in the story. The students will be shown a short reminder on the board about what a well-written story should contain. Students will have 30 minutes for this activity. The story should contain 500-600 words, approximately one page. Students write a story while the teacher is there to help, encourage, and motivate them.

After 30 minutes, students will agree on who will read the story from their group respectively.

Reading: Students read and share their stories.



Picture	Feelings,emotions,associations
	
	
	
	
	
	
	
	
	
	

LESSON PLAN 22

LET'S WRITE - WORKSHOP ON LIMERICKS

Aims: Getting to know the origins of limericks, becoming familiar with examples of limericks, learning how to write limericks

Skills practised /needed: Basic knowledge of English

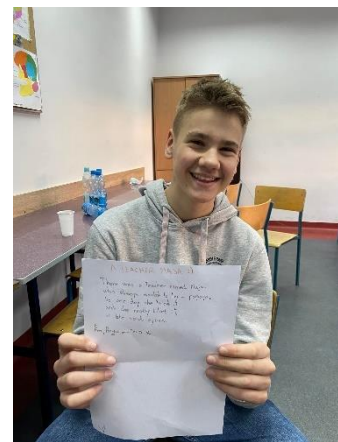
Props: Sheets of paper, pens or pencils, crayons (optional)

Warm-up:

Students become familiar with the issue of limericks by watching and listening to a presentation

How to play:

- Students are shown examples of limericks and instructed how to write their own ones
- They are divided into small groups and given sheets of paper, pens or pencils
- In groups students invent the plot of their poems and try to write them
- Finally, students present their poems to the whole group.



LESSON PLAN 23

A workshop: FACES OF DIFFERENT EMOTIONS

Aims: Observing how we express emotions and how this shows on our faces

Skills practised /needed: /

Props: mirror, mobile phone/camera

Warm-up:



Divide into groups of 6-7. Take a mirror or use your phone camera.

Everyone in the group should show the emotion with their face only – no words.

Don't forget there are numerous emotions...

Take a photo.

Choose the best one for each emotion (why is it the best?).

We watch a video and guess the emotions shown in it.

How to play:

MAKE A VIDEO IN YOUR GROUP:

Match body posture / expressions with emotions and circumstances – depict with your body and face (miming).

You've got 30 minutes & all members of the group need to be included

Send the videoclip to your teacher's mail.

LESSON PLAN 24

Debate techniques: PUBLIC APPEARANCE

Aims: getting to know each other

Skills practised /needed: speaking and listening

Props: candy in a bowl/bag

How to play:

This is a fun, quick activity. Bring a large bag of small candies - Skittles to class. Ask students to take as many pieces of candy as they like, but stress not to eat the candies yet. Pass the bag around. Then, students must tell a fact about themselves for each piece of candy. 15 pieces of candy? **15 facts.** 😊



LESSON PLAN 25

Debate techniques: FILLERS

Aims: eliminating fillers in a speech

Skills practised /needed: speaking and listening

Props: a list of common fillers that don't positively add to spoken communication:
um, yeah, like, uh, you know, I mean, okay, so actually, basically, and right

How to play:

Before starting, choose your topic (*My journey to Slovenia*).

Instruct students to speak for 30 seconds (vary the time if necessary) and not use any fillers. Students should realize how easily fillers creep into their speech.

Each student will give a short speech for 30 seconds. The topic isn't too important.

You can choose one for the entire class or allow students to choose.

Students must restart their speech if they use a filler. Some students will try to pause and draw out the speech by not speaking, but most students speak at a normal pace.



LESSON PLAN 26

Debate techniques: NONVERBAL COMMUNICATION

Aims: to perform an activity where the focus is nonverbal communication.

Skills practised /needed: imagination

Props: /

How to play:

Students will line up in alphabetical order only using nonverbal communication. I have students line up by order of their middle names since they typically know everyone's last names. They experiment with different forms of nonverbal communication and have fun. Most often they make a capital letter with their fingers. If some students know middle names, they will switch classmates around.

The real practice is when students realize many of them have a middle name that starts with the same letter. "A" is a common one. Then students must figure out how to communicate the second letters of Aaron, Ann, Alice, and Abraham. I will say I've never had a class line up correctly.

This activity is the perfect introduction to nonverbal communication. As students continue through the semester, they'll be able to focus on purposeful movements that emphasize their points. This nonverbal activity breaks the ice as you start to work on nonverbal communication.



LESSON PLAN 27

Debate techniques: TONE

Aims: expressing emotions through voice

Skills practised /needed: speaking emotionally

Props: EMOJIS, list of pictures of different emotions



How to play:

Define “tone” for students. Brainstorm times that students know their tone has affected them. (Normally students share stories about times they were in trouble with their parents for having the wrong tone.) Then think of times that the right tone conveyed the correct message. Students might struggle to come up with examples for best use of tone. Oftentimes, a tone that matches a speaker’s message doesn’t stand out, and that is probably because the tone was woven into the message so well.

Experiment with tone with students. Put students into groups, and assign a speaker. (Everyone will have the chance to be a speaker.) Give the speaker a list of emotions and a list of generic statements. Then ask the speaker to choose a question and an emotion that conveys tone.

Finally, the rest of the group must decide the speaker’s tone. This opportunity allows for discussion about intentional tone and miscommunication. You’ll want to circulate as students practice this.

LESSON PLAN 28

Debate techniques: WORD STRESSING

Aims: words carry important information

Skills practised /needed: speaking

Props: a sentence with different word stressed each time

How to play:

Sentence stress is the pattern of stressed and unstressed words across a sentence. Normally this emphasis is **on words that carry important information**, although this can change significantly, depending on the specific meaning the speaker wants to communicate.

A neighbor's cat overturned flowers in front of the house again yesterday.

A neighbor's **cat** overturned flowers in front of the house again yesterday.

A neighbor's cat **overturned** flowers in front of the house again yesterday.

A neighbor's cat overturned **flowers** in front of the house again yesterday.

A neighbor's cat overturned flowers **in front of** the house again yesterday.

A neighbor's cat overturned flowers in front of **the house** again yesterday.

A neighbor's cat overturned flowers in front of the house **again** yesterday.

A neighbor's cat overturned flowers in front of the house again **yesterday**.

LESSON PLAN 29

Debate techniques: DEBATE

Aims:

- ✓ argumentative discussions,
- ✓ speaking and listening skills in a safe and structured environment.
- ✓ Debates provide students with the opportunity to see that it is OK to disagree with their peers.
- ✓ helps them to understand different perspectives and points of view on a variety of topics.
- ✓ persuasive writing
- ✓ reading
- ✓ research and note-taking
- ✓ point of view
- ✓ listening and speaking
- ✓ collaboration and teamwork
- ✓ public speaking and eye contact
- ✓ conversation etiquette

Skills practised /needed: speaking

Props: DIFFERENT TOPICS

How to play:

SHORTER DEBATE FORMAT

SPEAKER 1: the advocate speaker presents his constructive speech: the reasons that support the debate claim	2min
SPEAKER 1: the negative speaker presents his constructive speech: reasons that contradict the debate claim.	2min
Questions from the audience	5min
SPEAKER 2: the proponent rejects the arguments presented by the negator speaker, and reinforces his reasons	2min
SPEAKER 2: the negative speaker rejects the arguments presented by the advocate speaker, and reinforce his reasons.	2min

Put students into 9 groups of 4.

Topics: stereotypes

- TEENAGERS ARE ADDICTED TO SOCIAL MEDIA
- GIRLS AND BOYS SHOULD LEARN HOW TO COOK
- BOYS DON'T USUALLY SHOW THEIR EMOTIONS
- SPORTY PEOPLE ARE USUALLY LESS SMART
- RICH STUDENTS WITH GOOD CLOTHES ARE USUALLY BULLIES
- QUIET, SHY KIDS ARE BORING PEOPLE
- FOREIGN STUDENTS ARE NOT FRIENDLY
- OLDER PEOPLE DON'T UNDERSTAND TECHNOLOGY
- RELIGIOUS PEOPLE ARE JUDGEMENTAL
- ALL HUMANS SHOULD BE VEGAN
- ALL STUDENTS SHOULD WEAR SCHOOL UNIFORMS



LESSON PLAN 30

Debate techniques: LOGO MAKING

Aims: to create an identity of a group

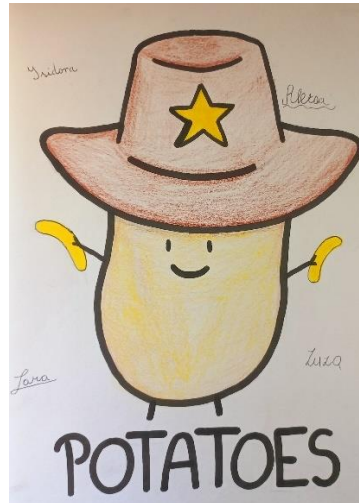
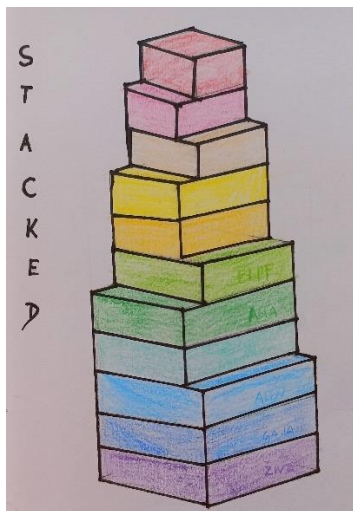
Skills practised /needed: drawing

Props: coloured pencils

How to play:

They sketch and then draw their logos which will represent a group and its members.

They talk about what things they have in common and what their group is all about.



A BIG THANK YOU

to Erasmus+ for making this project, this Teacher's Book and all the activities in it possible for us and

to each and every teacher, student and parent involved because without these wonderful people our project would be nothing.

