

# Theme: Enhancing Communication Skills

## Subtheme 2: Listening and understanding the others

### Set of Activities 2.1.: Effective listening

### Set of Activities 2.2.: Understanding Emotions in Communication

### Set of Activities 2.3. Communicating ideas; cooperation; negotiation

## Set 2.1.: Effective listening

### Learning Goals

By the end of this unit, children will be able to:

#### EARLY YEARS:

- listen more carefully, compare and distinguish sounds
- be engaged listener – to be concentrate on what the other person is saying
- receive short auditory message
- speak about something important for him/her

#### EARLY PRIMARY:

- receive short auditory message
- understand the importance of careful listening of the instruction
- know that effective listing involves: giving full attention to the other person, observing the other person, and then thinking about what the other person is trying to communicate
- listen actively; to note the difference between active and usual listening

#### LATE PRIMARY:

- reinforce the importance of nonverbal communication - these messages are sent through facial expressions, eye contact, gestures, body language, and posture.
- find out more about the thoughts and wishes of a person listened to
- notice, recognize and decode non-verbal communication signals
- use skills necessary for good communication

## Activity 2.1.1.: Guess by sound!

### *Learning Goal*

Developing sensitivity to the variety of environmental sounds (hearing)

### *Learning Outcome: By the end of this unit study, I will be able:*

To listen more carefully, compare and distinguish sounds

### *Age Group*

Early Ages

### *Level*

Basic

### *Materials needed*

Pairs of small bottles/jars filled with different material (marbles, pebbles, sand, rice, coins etc.)

### *Activities*

1. Start the lesson with the Mindfulness activity.
2. Distinguish and recognize two different sounds

Make a sitting circle together with children. Tell children that you have two bottles with different content in each, rice in one and sand in another. Shake one bottle and then the other and then ask them what is in each of them. Then stand in the middle of circle, take others bottles and shake them one by one. Ask children to guess what is in each.

3. Find identical sounds

Spread the bottles in the middle of circle. Children sit in a circle. The four children are asked to find two bottles with identical content. Other children confirm if they have found the identical pair. After that, children sitting in circle close their eyes and children who have solved the task change the distribution of bottles for the second group to find a new pair.

4. Identification of sound

Children sit in a circle. Teacher shakes one bottle and the task is to guess what is in the bottle.

Teacher is reinforcing the idea that effective listening includes full attention.

### ***Take Home Activity***

Suggest children to make with their parent's help a rattle with the sound they like. They can give it to younger children in the kindergarten or use for the similar game.

## **Activity 2.1.2.: Guess by voice!**

### ***Learning Goal***

To be engaged listener

### ***Learning Outcome: By the end of this unit study, I will be able:***

To listen the other more carefully;

Receive short auditory message;

Don't interrupt while the other person is talking.

Concentrate on what the other person is saying.

Give some verbal or non-verbal feedback

### ***Age Group***

Early years

### ***Level***

Medium

### ***Materials needed***

Blindfold

### ***Activities***

1. Start the lesson with a Mindfulness activity
2. Ask children to sit in a circle. Tell them that you will play the game "Voice" and that this game requires real silence. Ask one child to sit in the middle of circle and blindfold him/her. You walk around children outside the circle and touch one child on the shoulder. This child has to say

something to the one in the circle or call his/her name. The child in the middle of the circle has to guess who has spoken. That child then sits in the middle of the circle and guesses who is another child you have touched on the shoulder. Game continues until children show interest in it.

3. The game can become more difficult if the selected child introduces him/herself by somebody else's name from a group. For example: *I am Marko* (while his name is Filip)... The guessing child should respond: *No. You are not Marko, you are Filip.*

### **Take Home Activity**

Play the game *hedgehog – squirrel* with family members. When the leader of the game says *squirrel*, others have to remain standing and when s/he says *hedgehog*, they have to crouch. One that makes mistake, i.e. remains standing at *hedgehog* or crouch at *squirrel*, steps out of the line and assists the leader (watches if somebody makes mistake). A child leads a game and encourages family members to make a similar game that involves careful listening and reacting.

## **Activity 2.1.3.: Listen to my story**

### **Learning Goal**

Develop active listening skills

### **Learning Outcome: By the end of this unit study, I will be able to:**

Listen the interlocutor more carefully

Speak about something important for me

### **Age Group**

Early years

### **Level**

Advanced

### **Materials needed**

CD with short melodies symbolising hedgehog and squirrel (Resource pack) and CD player.

Drawing material –wooden coal, long paper (role of light or heavier wrapping paper), fixative (hair spray)

### Activities

1. Start the lesson with the Mindfulness activity.
2. Ask children to sit in a circle. Show children the difference between fast and slow by clapping and between loud and quiet by voice. Check whether they have understood. After making sure that everybody has understood, play fast and then slow composition of *hedgehog and squirrel*. Encourage them to move according to music. Then talk to children about the differences in tempo. Hedgehog is slow and squirrel fast (analogy). Repeat the procedure by playing compositions loudly and quietly. How do we talk when in a different mood? When are we fast, when slow, when loud, when quiet?
3. Puppet play *Talking with the Moon* (Text in the Resource pack)
4. Tell children that you will now play the game “Listen carefully.” Use counting rhyme to choose a child who will tell a short story about his/her favourite experience. Other children have to listen carefully their friend. After that, one of the listeners has to repeat what s/he has heard. Other children add what that child missed.
5. Invite children to draw together on a large paper what they have heard (illustrate the story).

### Take Home Activity

Draw a personal most favourite experience in a technique of own choice (color pencils, tippens, water colors...) and bring to the kindergarten the next day. Teachers make the space to exhibit the drawings and during the week encourage children to talk about their work (drawing/painting).

## Activity 2.1.4.: Find a pair

### Learning Goal

To be an engaged listener

### Learning Outcome: By the end of this unit study, I will be able to:

Receive a short auditory message

### Age Group

Early Primary

## *Level*

Basic

## *Materials needed*

## *Activities*

1. Start the lesson with a Mindfulness activity
2. Activity “Frozen hedgehog, squirrel and bear”

The characters in this game are the hedgehog, the squirrel and the bear. Prior to beginning of game teacher explains how each character looks like when frozen (e.g. hedgehog should crouch; squirrel may look like dancer while bear may freeze with its upper limbs spread apart). Children move in the space freely, dancing by the fast and merry music. When a teacher, with his back turned to children stops the music, children have to freeze and remain in a certain position until teacher decides who leaves the game. For example: “All squirrels should step out”. Then the teacher turns toward the children and checks who has been squirrel, hedgehog or bear. Children who have left the game become teacher’s assistants and active game observers.

3. Find pairs

Children stand in pairs. One child leaves the room. Each pair decides on the sound they will make, e.g. woof, woof; miaow, miaow moo, moo. Following the agreement on sounds, children stand around the room and teacher invites the child who was outside to come in and explains him/her that s/he should look for pairs. The child should touch another child on the shoulder and that child should then make the pre-agreed sound. Then it approaches another child and touches him/her on the shoulder. If s/he has found a pair, this pair stands aside together. Game is over when all pairs are found.

4. A child chosen by counting rhyme leaves the room. Children remaining in room pull out the papers with the simple sentences written on them. (E.g. The sun is yellow; the teacher is good; a car is fast). The child who has left the room has to find the pair of the same sentences.

## *Take Home Activity*

Homework is to draw the animals the children have imitated in the game. Teacher will prepare

### **Activity 2.1.5.: Cooperative storm**

## ***Learning Goal***

Develop active listening and cooperation skills

## ***Learning Outcome: By the end of this unit study, I will be able to:***

Understand the importance of careful listening of the instruction.

Receive short auditory message.

Know that effective listening involves: giving full attention to the other person, observing the other person, and then thinking about what the other person is trying to communicate.

Cooperate with other group/class member.

## ***Age Group***

Early Primary

## ***Level***

Medium

## ***Materials needed***

Blue, black and white tempera, paint brushes

## ***Activities***

1. Start the lesson with the Mindfulness activity

2. Activity: Plink-plank

Children form a line, one behind another. Teacher stands in front of them and gives instructions: “Plink-plank right, plink-plank left, plink-plank up, plink-plank down. “Children clap in plink-plank rhythm, show right by one hand, left by another, raise hands up and crouch. After certain time, teacher changes the order of instructions, saying left, down, up, right. A child that makes the mistake goes to the end of a line.

3. Invite children to stand in a circle. Tell them that they will play the game “Cooperation storm” and that the main aim of the game is to imitate jointly the storm sounds. Ask children to think about the feeling of gentle summer storm. Then, ask them how it is to be in the strong shower, deafened by the thunderstorm. Ask them how they feel now.

4. Start the game by rubbing your hands. A pupil on your left imitates what you did. Pupils wait for their turn and when a pupil on their right starts the activity, they join in until all children in the circle rub their hands simultaneously. When the child on your right starts rubbing his/her hands, you start to snap your fingers. The activity goes on until all children snap their fingers.

Following the same pattern, start clapping your thighs and then step loudly on the floor. After that, start calming the storm in the opposite sequence (from loud stepping on the floor to clapping the thighs then finger snapping and hands rubbing until the complete silence) See at:

<http://www.youtube.com/watch?v=vquusVqcUdw&list=RD28yjbplqp5Qw>

5. Ask children which skills they have needed to make successfully the rainstorm sounds (listen to each other, follow the teacher, know how to play his/her role, be ready, wait for his/her turn, focus on common goal, etc). Ask children how the cooperation in their group resembles the simulation of rainstorm (sometimes we lead, sometimes follow, sometimes listen, sometimes speak, follow the same goal etc).

6. Instruct the children to mix in small containers (palettes) several shades of gray and/or blue paint and prepare white paint separately (blue, black and white tempera – gouache technique) Children paint storm coming clouds (guided painting; teacher suggests the clouds position in the painting; e.g. heavy storm clouds, full of rain come from the left...) After that, using a thin brush and white tempera children paint the rain.

### ***Take Home Activity***

Have children talk during the weekend with their parents (caretakers) and, following that, write about the situation in which they have showed their good listening and understanding skills.

## **Activity 2.1.6.: Are you really listening to me?**

### ***Learning Goal***

Learn to listen actively; to note the difference between active and usual listening

### ***Learning Outcome: By the end of this unit study, I will be able to***

Listen actively

### ***Age Group***

Early Primary

### ***Level***

Advanced

## **Materials needed**

*Pencil and paper*

## **Activities**

1. Start the lesson with a Mindfulness activity
2. Class is divided in the three-member groups – speakers (A), listeners (B) and note takers (C). Speaker has the task to tell briefly about something what has recently happened to him/her, listener has to listen carefully and the note taker to make a written record. When the speaker finishes, the listener has to repeat as accurately as possible what the speaker has told.
3. The group discusses whether there were differences between what the speaker has told and listener reproduced.
4. The roles change – listener (B) tells speaker (A) about his/her recent experience. After several sentences, A retells what s/he has just heard and how B has felt and B confirms or corrects him/her.
5. Whole class discussion:
  - Does active listening differ from the usual listening?
  - Can active listening help in solving problems?

## **Take Home Activities**

Children can ask parents how they recognize that their children do not listen them when they speak and how they know that children listen to them Children will look for an example of a verbal and a nonverbal message that convey the same meaning.

(Tapping a foot, rolling eyes, wagging a finger, or shrugging shoulders all give nonverbal messages.)

## **Activity 2.1.7.: See me, hear me!**

## **Learning Goal**

Develop active listening and cooperation skills

***Learning Outcome: By the end of this unit study, I will be able to***

Structure received message

Be engaged message receiver

***Age Group***

Late Primary

***Level***

Basic

***Material needed***

Newspaper article

***Activities***

- 1 Start the lesson with the Mindfulness activity.
2. Teacher randomly selects a child who will read an article, a child that will listen and four children that will leave the classroom. The chosen child reads an article to an entire class while the one chosen as listener has to listen very carefully and remember as much as possible of what was read. After the article has been read, the listener assumes the role of a speaker. One of the children sent outside is invited in the room. S/he becomes a listener with a task to remember what s/he has heard and then tell this to another child who was outside the classroom until the 4<sup>th</sup> child who has to tell entire classroom what s/he has heard.
3. Encourage children by questions to notice the difference between read and retold text, new elements, reduction of the details etc.

***Take Home Activity***

Together with parents (caretakers) tell an unusual story as follows: a child tells the first sentence. The next person repeats the sentence and adds something to it. This is repeated by somebody else who adds something own. The goal is to tell a story with the beginning and an end. A child's task is to illustrate a part of the story s/he likes most.

**Activity 2.1.8.: What do Good Listeners Do**

### ***Learning Goal***

To find out more about the thoughts and wishes of a person listened to

### ***Learning Outcome: By the end of this unit study, I will be able to:***

Empathise with and understand the interlocutor

### ***Age Group***

Late Primary

### ***Level***

Medium

### ***Materials needed***

Blindfolds, tip-felt pens, poster making paper

### ***Activities***

1. Start the lesson with a Mindfulness activity
2. Invite children to make pairs. Ask them to tell each other about one-communication situation where they have listened carefully their interlocutor. Ask them how and where a careful listening has helped them.
3. Explain children the rules of the game they are about to play: one child in a pair is listener, another speaker. While speaker talks, listener must keep his/her eyes closed and not tell anything. One of the possible topics speakers can talk about, for no longer than 3 minutes could be "My funniest experience..." Then, children change roles but now a listener has opened eyes and should ask questions like "If I have heard well, you were..." "If I understood well, you thought..." and clarifying questions. The conversation should last 5 minutes maximum.
4. Divide pupils in 3 to 4 members groups. They should talk about how they felt when talking to the person with closed eyes and how when asked the questions by interlocutor. They also share how they have felt when listening with closed eyes and how when they could participate in the conversation.
5. Following the above conversation, each group should make a poster on which they should write what good listeners do and do not. (E.g. good listener does not interrupt speaker, looks the speaker in eyes, does not take over speaking, listen patiently, accepts what is spoken, asks

questions, and shows interest...). The posters are displayed around the room and each group presents its poster to other pupils.

### ***Take Home Activities***

Tell parents about the recent event and check by questions how carefully the parents (caretakers) have listened, have they asked questions and been interested listeners, have they listened patiently or interrupted conversation. Everything should be noted down on a paper.

## **Activity 2.1.9.: Tell by Words and tell without Words**

### ***Learning Goal***

Encourage active listening and cooperation among pupils

Understand the received message

Become aware of skills necessary for good communication.

### ***Learning Outcome: By the end of this unit study, I will be able to:***

Notice, recognize and decode non-verbal communication signals,

Use skills necessary for good communication

### ***Age Group***

Late Primary

### ***Level***

Advanced

### ***Materials needed***

Softball, music player, abstract drawings reproductions

### ***Activities***

1. Start the lesson with a Mindfulness activity.

2. Tell children that they will play a simple game in which their task will be to greet every child in group without uttering a single word. Tell them that you will play a song during which they can move freely around the room. When the song stops, they should greet the nearest pupil as if they have met their best friend without saying a single word. When everybody greets everybody else, children resume their places in a circle.

3. Ask children what has been easier – to greet somebody without speaking or to be silent while somebody greets them as their best friend. Were they able to recognize how the interlocutor felt although s/he did not say anything? Did they recognize the friendship gesture in the greeting or something else? How did they interpret the encounter? Encourage pupils to recognize the power of non-verbal communications and the importance of noticing interlocutor's non-verbal signals. Tell pupils to choose one pupil whose feelings they have probably recognized during the greeting and ask him/her whether they were right in recognizing those feelings.

4. Split pupils in pairs. One member has to have paper and pencil. They should sit so that one pair member faces you while another member sits with his/her back turned to his/her pair and you. Children should not turn once they have taken their places. Tell them that the task of the pupil facing you is to give instruction to his/her pair to draw/reproduce the abstract picture you will show. Show the abstract picture to pupils facing you. Stop the game after 2 minutes. All “drawers” should show their drawings to the others.

5. Repeat the game with the changed role and different drawing. Ask children whether it was easier to give or follow the instructions. Which skills they and their partners needed to accomplish the task successfully? Were they satisfied with their skills? What would they do differently next time?

### ***Take Home Activities***

Have each student record one pleasant communication experience during the week and his/her contribution to it.

## Set 2.2.: Understanding Emotions in Communication

By the end of this study unit, I will be able to:

### EARLY YEARS

- Recognize and name joy, sadness, anger and fear on the basis of facial expressions and body language.
- Place myself in the a position of a person important to me
- Use positive behaviour forms when facing the others' emotions and troubles.
- Understand that different states and circumstances are reflected in human movements, body position, and facial expression

### EARLY PRIMARY

- Understand what somebody feels in a certain situation
- Put myself in somebody else's position
- Respond to somebody else's difficulty in a way that shows understanding and acceptance
- Ask a friend: How can I help you?
- Understand that there is not only one way by which I can help someone

### LATE PRIMARY

- See that we can help others in different ways
- Develop sensitivity to the other's needs and goals
- Encourage somebody to fulfil his/her goal
- Develop sensitivity to the vulnerable groups' needs
- Be better connected with persons in my environment

## Tips for Teachers

When teachers empathize with children in their class, they contribute to a positive learning environment and encourage children to empathize with one another..

Be aware that being empathetic makes children more effective in their relationships.

When empathy is lacking, children need help so that they can understand the other – a useful way is to describe their feelings – something which many children find hard to do, particularly boys.

Forest corner, HEDGEHOG AND SQUIRELL

Make the panel with pocket for each child. There should be a personal little doll in each pocket (little Ann or Tom) and little masks for the four basic emotions. Each child can take his/her doll home and dress it with the parents' help. A doll can be taken to the Forest corner where it can complain... or just talk to Tom and Ann. According to the pre-set order for the weekends or in the exceptional situations, the big Tom or Ann doll can be taken home.

## Activity 2.2.1.: 4 Emotions

### ***Learning Goal***

Develop the ability to recognize and name basic emotions on the basis of facial expressions and body language.

### ***Learning Outcome .By the end of this study unit, I will be able to:***

Recognize and name joy, sorrow, anger and fear on the basis of facial expressions and body language.

### ***Age Group***

Early years

### ***Level***

Basic

### ***Materials needed***

Clipped photographs, magazine persons' photographs (including persons who present another race, sitting in the wheel chair etc.) glue, 4 panels for sticking photos. Each panel is marked as previously agreed with children (e.g. a tear for sorrow)

### ***Activities***

1. Start the lesson with a Mindfulness activity.
2. Teacher shows the four basic emotions by his/her facial expressions and body language. Children attempt to define them.
3. Children then act out one by one emotion, playing the pantomime game "*guess what I feel*".

4. Teacher agrees with children on a symbol to use for each emotion on the panel (e.g. tear for sorrow). Then s/he invites a child who can write to write the emotion's name. If none of the children can write, teacher writes it.

5. Teacher puts on the table a box containing the photographs of faces; one child draws out a photo, names the emotion it shows, asks other children if they agree and then sticks the photo on the appropriate panel; the second child does the same and it goes on until the children show interest in the activity.

### ***Take Home Activity***

Suggest children to make, together with their parents, the four masks for the four basic emotions: joy, sorrow, anger and fear. A child should bring them into the kindergarten to use one of them from time to time to show his/her friend's current emotion.

## **Activity 2.2.2.: My Doll is Sick**

### ***Learning Goal***

Develop a feeling of being connected and widen repertoire of positive behaviour forms when facing the difficulties of the important persons.

### ***Learning Outcome. By the end of this study unit, I will be able to:***

- Place myself in the position of a person important to me
- Use positive behaviour forms when facing the others' emotions and troubles.

### ***Age Group***

Early years

### ***Level***

Intermediate

### ***Materials needed:***

- Doll or a soft animal toy the child has to bring from home

- White overcoat and stethoscope for doctors, recipes forms, chairs and magazines in the waiting room
- Materials necessary to make a pharmacy corner
- Cots, mattresses or doll beds to make temporary dolls' hospital

### **Activities**

1. Start the lesson with a Mindfulness activity.
2. Tell children that doctors are coming to the kindergarten (doctor's role can be played by parents, volunteers or medicine students as part of their exercise) and ask them to bring from home their favourite doll or soft toy and decide what is wrong with it so that the doctor can check it up.
3. There is an improvised waiting room and an ambulance at several spots in the kindergarten. Children visit the doctor with their toy, wait in the waiting room for the doctor's check up when they explain in details what is wrong with a toy/doll, how does it feel. Doctor examines the doll carefully and instructs the child what to do to make the doll feel better.
4. Child gets instructions on the treatment and recipes and then goes to the pharmacy where s/he explains the doll's illness. There she gets instructions how to use a medicine or gets band-aid and other necessary things to treat an injured leg, etc.
5. Finally, dolls and toys rest in beds or another cosy place while children take care of them during the day.

### **Take Home Activity**

The child takes the toy/doll home and explains to the parents what a doctor has said and what has to be done.

## **Activity 2.2.3.: Somebody Else's Shoes**

### **Learning Goal**

Develop an ability to be in the other's person position

### **Learning Outcome. By the end of this study unit, I will be able to:**

Understand that different states and circumstances are reflected in human movements, body position, and facial expression

### **Age Group**

Early years

## **Level**

Advanced

## **Materials needed**

Different shoes and slippers provided by parents

## **Activities**

1. Start the lesson with a Mindfulness activity
2. Everybody stands up and walks as instructed:
  - Walk as if your leg is in cast, as kings, like cowboys, as your shoes are too small, like your shoes are too big....
  - Walk on grass, mud, stones, hot road, in water, cross the creek across the stones...
  - Walk as if you are happy, sad, frightened ...
  - Walk as if you carry something heavy, a container filled with liquid...
3. Then the discussion follows – which kind of walking was particularly interesting, particularly difficult, how they thought they looked like while walking
4. Game may continue so that each child puts on somebody else's shoes (footwear provided by parents). The task is to spend some time in somebody else's shoes, walk around the room...play.
5. At the end, teacher asks how they have felt in somebody else's shoes; whose shoes these were and what they have thought about that person – shoes' owner.

## **Take Home Activity**

Suggest children to walk at home in a certain way (like they did in the kindergarten) and have their parents guess whether this is the walk of happy, sad, angry, disappointed child, child in pain etc. Children will take home a list with possible ways of walking on which they can note whether the parent has recognized the way of walking or not.

## **Activity 2.2.4.: Somebody Else's Shoes**

## **Learning Goal**

Develop the ability of putting oneself in somebody else's position

### ***Learning Outcome. By the end of this study unit, I will be able:***

To understand that different states and circumstances are reflected in a person's movement, body position, facial expression

### ***Age Group***

Early Primary

### ***Level***

Basic

### ***Materials needed***

Different shoes, slippers obtained in cooperation with parents.

### ***Activities***

1. Start the lesson with a Mindfulness activity
2. Everybody stands up and walks as instructed:
  - Walks as if your leg is in cast, as kings, like cowboys, as if your shoes are too small, like your shoes are too big....
  - Walk on grass, mud, stones, hot road, in water, cross the creek across the stones...
  - Walk as if you are happy, sad, frightened ...
  - Walk as if you carry something heavy, a container filled with liquid...
3. Then the discussion follows – which kind of walking was particularly interesting, particularly difficult, how they thought they looked like while walking
4. Game may continue so that each child puts on somebody else's shoes (footwear provided by parents). The task is to spend some time in somebody else's shoes, walk around the room...play.
5. At the end, teacher asks how they have felt in somebody else's shoes; whose shoes these were and what they have thought about that person – shoes' owner.

### ***Take Home Activity***

Suggest children to walk at home in a certain way (as they did in the kindergarten) and have their parents guess whether this is the walk of happy, sad, angry, disappointed child, child in

pain etc. Children will take home a list with possible ways of walking on which they can note whether the parent has recognized the way of walking or not.

## Activity 2.2.5.: We have Received a Letter

### *Learning Goal*

Develop the ability of putting oneself in somebody else's positions and the positive forms or responding to somebody else's difficulties

### *Learning Outcome. By the end of this study unit, I will be able to:*

- Understand what somebody feels in a certain situation
- Put myself in somebody else's position
- Respond to somebody else's difficulty in a way showing understanding and acceptance

### *Age Group*

Early Primary

### *Level*

Intermediate

### *Materials needed*

A letter prepared by the teacher in which an unknown child tells the children his/her life story and difficulties encountered (for example: coming from another country or culture and problem of language and inclusion in a new school; story about the child that comes hungry to school; story of a child whose parents are divorcing; depending for which situation the development of empathy would be important). Panel for sticking notes stickers for notes, colour pencils.

### *Activities*

1. Start the lesson with a Mindfulness activity
2. Teacher brings the letter and reads it to the children
3. S/he asks them whether they know somebody who has been in a similar situation and encourages them to talk about their experiences, comment on the letter content and pose clarifying questions to the teacher or another child.
4. Children are divided in the groups of five. Each group's task is to write and draw a message to the child from whom they have received a letter.

5. The panel is set in a room. It has a title chosen by children (it can be a proverb, statement or the beginning of the letter to a child to who the notes are written). The notes and drawings are stuck on the panel. Children view and comment them.

### *Take Home Activity*

Talk with parents about the difficulties that their school friends had. Ask parents how they treated that friend when they were children, how teachers and other children treated him/her and whether they know where that person is now and what has happened with him/her.

## Activity 2.2.6.: How can I Help You

### *Learning Goal*

See that we can help others in different ways

### *Learning Outcome. By the end of this study unit, I will be able to:*

Ask a friend: How can I help you?

Understand that there is not **only one** way in which I can help someone

### *Age Group*

Early Primary

### *Level*

Advanced

### *Materials needed*

Drawing or painting paper, colour pencils or pastels

### *Activities*

1. Start the lesson with a Mindfulness activity.
2. Children are instructed to fold the paper in two parts. The task is to remember a place where they like to be alone. It is important that they feel comfortable and safe at that place. They do something at that place and the time flows. They use a half of the paper to draw or paint that place and themselves there.

3. Now they have to remember a certain situation when they felt bad and lonely. Perhaps they were alone; perhaps there were others around but could not provide help s/he actually needed. They use the second half of the paper to draw or paint those situations and themselves
4. On the back of the paper, they should write the three characteristics that a person who could have helped them in that situation should have.
5. Teacher invites anybody who wants to speak about his/her safe place and difficult situation.
6. Finally, s/he asks each child to tell the three characteristics s/he has written. It is important that the teacher finishes by summarising the most important characteristics stated and points out that not everybody needs the same thing to feel better. There is not only one way in which we can help and therefore it is important to ask somebody: *How can I help you?*

### ***Take Home Activity***

Talk with parents about the difficulties they had at school when they were of similar age. Ask them how the others responded, who helped them and who made the situation more difficult and which three characteristics should have that person to make them feel better in that situation.

## **Activity 2.2.7.: How can I Help You**

### ***Learning Goal***

See that we can help others in different ways

### ***Learning Outcome. By the end of this study unit, I will be able to:***

- Ask a friend: How can I help you?
- Understand that there is not **only one** way in which I can help someone

### ***Age Group***

Late Primary

### ***Level***

Intermediate

### **Materials needed**

Drawing or painting paper, colour pencils or pastels

### **Activities**

1. Start the lesson with a Mindfulness activity.
2. Children are instructed to fold the paper in two parts. The task is to remember a place where they like to be alone. It is important that they feel comfortable and safe at that place. They do something at that place and the time flows. They use a half of the paper to draw or paint that place and themselves there.
3. Now they have to remember a certain situation when they felt bad and lonely. Perhaps they were really alone; perhaps there were others around but could not provide help s/he actually needed. They use the second half of the paper to draw or paint those situations and themselves.
4. On the back of the paper, they should write the three characteristics that a person who could have helped them in that situation should have.
5. Teacher invites anybody who wants so to tell about his/her safe place and difficult situation.
6. Finally, s/he asks each child to tell the three characteristics s/he has written. It is important that the teacher finishes by summarising the most important characteristics stated and points out that not everybody needs the same thing to feel better. There is not only one way in which we can help and therefore it is important to ask somebody: *How can I help you?*

### **Take Home Activity**

Talk with parents about the difficulties they had at school when they were of similar age. Ask them how the others responded, who helped them and who made the situation more difficult and which three characteristics should have that person to make them feel better in that situation.

## **Activity 2.2.8.: A Gift for a Success**

### **Learning Goal**

Develop sensitivity to the other's needs and goals

***Learning Outcome. By the end of this study unit, I will be able to:***

Encourage somebody to fulfil his/her goal

### **Age Group**

Late Primary

### **Level**

Intermediate

### **Materials needed**

Paper, pencil, coloured pencils

### **Activities**

1. Start the lesson with a Mindfulness activity.
2. Pupils split into pairs. Each student has a task to write down one of his/her goals (e.g. learn to ski; speak Spanish; play flute; make a bracelet; travel by boat...)
3. Pupils exchange the papers with goals. Each member of pair has to think what the other member needs to fulfil his/her goal. Teacher gives instruction that it is possible to give a *gift for a success* that can be concrete (skis, skiing school, flute, pearls and beads...) and imaginary (e.g. courage for skiing). Pupils draw the gifts and write the explanations
4. Everybody gets back his/her paper with the goal and gift and then they talk about it. They are supposed to take it serious; be sincere, look the other person in the eye and mind their body language.
5. Any pupil who wishes so can tell the whole class about his/her gift for a success.

### **Take Home Activity**

A pupil gets a task to select a family member with who s/he will talk about his/her goal and for whom s/he will chose *A gift for success*.

## **Activity 2.2.9.: Good Deeds**

### **Learning Goal**

Develop sensitivity to the vulnerable groups needs

***Learning Outcome. By the end of this study unit, I will be able:***

- Use positive forms of behaviour in relation to the other's needs
- To be better connected with persons in my environment

***Age Group***

Late Primary

***Level***

Advanced

***Materials needed***

Depends on the chosen activity

***Activities***

1. Start the lesson with a Mindfulness activity.
2. Children form groups of seven to eight members. Each group has the task to discuss who in their environment needs help in order to alleviate certain difficulty or improve the quality of life.
3. Group members “brainstorm” and at the end choose one activity they will develop and implement (or develop entire project). This can include: visit to the nearby retirement home or a small program for the retired on the occasion of certain holiday; helping 1<sup>st</sup> grade pupils during their first days in school; helping friends with special needs; finding shelters for the animals; “get well” activities for a sick friend; cheering the school sport team, etc.
4. Each group makes a poster with the activity plan and presents it to the class. Other pupils give their suggestions and additions and comment on the feasibility of the activity.
5. Teachers help in the organization and implementation of the chosen activity.
6. Following the implementation of the activity, each group reports to the class and provides the tangible justification (photographs, thank you letters, and video recordings).

***Take Home Activity***

Pupil tells the parents about the agreed activities and asks for their help and participation.

**Set 2.3.: Communicating ideas; cooperation; negotiation**

## Learning Goals

By the end of this unit, children will be able to:

### EARLY YEARS:

- see that there are different outcomes for the same situation and that agreement is possible
- suggest how to change the sequence of events to reach win-win solution
- see that the cooperation is sometimes the only way to solve the problem

### EARLY PRIMARY:

- see the advantage of cooperation and joint action
- see that the outcomes of events can be different depending on the participant's behaviour.
- propose more solutions for one situation

### LATE PRIMARY:

- propose more solutions for one situation ; help a friend
- find a solution for own problem
- exchange ideas and look for the best solution.

## Tips for teachers

Put the slogans on the visible places (for school children):

„We will not solve a problem if we attack someone – it becomes even worse!“

„Separate problem from a person – focus on problem!“

“When we agree – everybody wins“

For preschool children – illustrations with the same meaning

## Activity 2.3.1.: Red riding Hood Stories

### *Learning Goal*

Encourage children to see that the events' outcomes can be different according to their participants' behaviour.

### *Learning Outcome: By the end of this study unit, I will be able to*

See that there are different outcomes for the same situation and that agreement is possible.

### *Age Group*

Early years

### *Level*

Basic

### *Materials Needed*

Stage for the puppet show

Puppets to play the Red Riding Hood Story: Red riding Hood, grandmother, wolf, forester, hand or string dolls

PROPS: trees, flowers, grandmother's house

### *Activities*

1. Start the lesson with a Mindfulness activity
2. Teacher prepares and plays a play based on the famous Brothers' Grimm story.
3. Following the show, teacher talks with children about how they have experienced the story, ask them what has been the most dangerous in the story, what they have liked, what they have not, what have they been afraid of, and is there anything they would like to change.

4. The teacher repeats the play but with the changed ending – wolf came to the grandmother's house and told her he was hungry. She invited him for a lunch together with her and her granddaughter who was coming and bringing the lunch. Red riding Hood meets a forester on her way and they come together with a basket full of food. Having eaten the delicious lunch, they hold their hands and dance.
5. Following this version, teacher again talks with children which story they have liked more.
6. Stage, props and dolls remain in the room and children can dramatize the story in a way they want to.

### ***Take Home Activity***

Agree with parents to tell one of the child's favourite fairy stories in a different way so that it ends with win-win situation.

## **Activity 2.3.2.: Unfinished Story**

### ***Learning Goal***

Encourage children to see that the events' outcomes can be different according to their participants' behaviour.

### ***Learning Outcome: By the end of this study unit, I will be able to:***

Suggest how to change the sequence of events to reach win-win solution

### ***Age Group***

Early years

### ***Level***

Intermediate

### ***Materials Needed***

Puppet show stage

Puppets to dramatize Cinderella story (brothers Grimm: Cinderella, stepmother, 2 stepsisters, good fair, a prince, (hand or string dolls)

Props: house with a fireplace, chariot, the castle

## Activities

1. Start the lesson with a Mindfulness activity.
2. Teacher prepares and plays puppet show of the famous Brothers Grimm Cinderella story.
3. After the play, teacher talks with children about their impression of fairy tale, asks them, what have they liked the most and what they have not and whether they would like to change something. Children suggest how the course of fairy tale can be changed to have it end in a way favourable for the all characters (e.g. one step sister may lend Cinderella her dress, another can do her hair; they go to ball together or step mother changes her mind and sends chariot to bring Cinderella...)
4. Following the conversation, children choose the roles and dramatize story in different ways with the changed behaviour of the characters and win-win solution for the all characters.

## Take Home Activity

Change the ending of one of the child's favourite story – draw it together with parents in six pictures (like a cartoon).

## Activity 2.3.3.: Cooperation

### Learning Goal

Encourage children to see that the cooperation is sometimes the only way to solve the problem.

### Learning Outcome: By the end of this study unit, I will be able to:

Cooperate better and more

### Age Group

Early years

### Level

Advanced

### Materials Needed

Two glass bottles with 10 cork screws on the string for each. (Bottle mouth is wide enough to pull one screw slowly)

## Activities

1. Start the lesson with a Mindfulness activity
2. Split children in two groups (up to 10 children in each). Children stand around the bottle and each child takes one side of a string. (All corks are in the bottle while the strings stick out of it). Teacher instructs them to start taking out the corks from the bottle on his/her mark. S/he tells that the first pulling out is a test while the award goes to the group who manages to take all the corks out at the second try. The group whose members first agree about the order of pulling out wins.
3. Then follows the conversation on how they behaved during the first try and what they had to do to solve the problem.
4. Each group proposes the text of the moral they have learned from this game, make the poster with this moral and put it on a visible place.

## Take Home Activity

Ask parents about the problem they have solved cooperating/agreeing with somebody.

## Activity 2.3.4.: Cooperation

### Learning Goal

Encourage children to see that the cooperation is sometimes the only way to solve the problem.

### Learning Outcome: By the end of this study unit, I will be able to:

Cooperate better and more

Propose the class rules promoting cooperation

### Age Group

Early Primary

### Level

Basic

### **Materials Needed**

Two glass bottles with 10 cork screws, each on the string (Bottle mouth is wide enough to pull one screw slowly)

### **Activities**

1. Start the lesson with a Mindfulness activity.
2. Split children in two groups (up to 10 children in each). Children stand around the bottle and each child takes one side of a string. (All corks are in the bottle while the strings stick out of it). Teacher instructs them to start taking out the corks from the bottle on his/her mark. S/he tells that the first pulling out is a test while the award goes to the group who manages to take all the corks out at the second try. The group whose members first agree about the order of pulling out wins.
3. Then follows the conversation on how they behaved during the first try and what they had to do to solve the problem.
4. Each group proposes the text of the moral they have learned from this game, agree on the rules of cooperation for the entire class.
5. They jointly make the poster with the classroom rules.

### **Take Home Activity**

Together with parents, agree on the rules for cooperation for the joint travel (e.g. who prepares what for the road, who carries what, how we behave in the car, everybody brings CD with his/her favourite music which are played in turns).

## **Activity 2.3.5.: A Story in 6 Pictures**

### **Learning Goal**

Prompt children to see that the outcomes of events can be different depending on the participants' behaviour.

### **Learning Outcome: By the end of this study unit, I will be able to:**

Propose more solutions for one situation

### **Age Group**

Early Primary

### ***Level***

Intermediate

### ***Materials Needed***

Big format paper divided in six squares – one for each group.

Colours (pastels or pencils)

### ***Activities***

1. Start the lesson with a Mindfulness activity.
2. Divide children in sub-groups; the first child says number 1, the second 2 and so until number 5. Each child remembers his/her number so that all 'ones' form one group, all 'twos' another and so on.
3. Each group has a task to choose a fairy-tale they have heard while in kindergarten and familiar to all. One member tells the tale while the other complements it as needed.
4. Next task is to agree within the group how the story may end so that ending is good for all characters. Having reached agreement, they draw a cartoon in six pictures with the changed ending. The first two pictures represent the original story while the next show the scenes leading to win-win ending.
5. Finally, each group explains its story and make a small exhibition of their stories.

### ***Take Home Activity***

Choose a story together with parents and draw a cartoon similar to the one in the class.

## **Activity 2.3.6.: Our 6 Pictures Story**

### ***Learning Goal***

Prompt children to see that the outcomes of events can be different depending on the participants' behaviour.

***Learning Outcome: By the end of this study unit, I will be able to:***

Propose more solutions for one situation

***Age Group***

Early Primary

***Level***

Advanced

***Materials Needed***

Big format paper divided in six squares – one for each group.

Colours (pastels or pencils) for each child

***Activities***

1. Start the lesson with a Mindfulness activity.
2. Divide children in sub-groups; the first child says number 1, the second 2 and so until number 5. Each child remembers his/her number so that all 'ones' form one group, all 'twos' another and so on.
3. Each group gets a task to talk about a life situation with a problem solved so that somebody felt at loss. (What has happened to you and your friend so that at the end somebody was sad, hurt, crying, angry...")
4. A group chooses one situation. The task is to agree how the events could happen so that the result would be good for all participants. Having reached the agreement, they draw a six pictures cartoon story with the changed ending. The first two pictures represent the original story while the next show the scenes leading to win-win ending for all participants in the event.
5. Finally, each group explains its story and make a small exhibition of their stories.

***Take Home Activity***

Choose one family activity and with the parents' help draw a cartoon similar to the one in a class.

**Activity 2.3.7.: Our 6 Pictures Story**

## ***Learning Goal***

Prompt children to see that the outcomes of events can be different depending on the participants' behaviour.

## ***Learning Outcome: By the end of this study unit, I will be able to:***

Propose more solutions for one situation

## ***Age Group***

Late Primary

## ***Level***

Basic

## ***Materials Needed***

Big format paper divided in six squares – one for each group.  
Colours (pastels or pencils) for each child

## ***Activities***

1. Start the lesson with a Mindfulness activity.
2. Divide children in sub-groups; the first child says number 1, the second 2 and so until number 5. Each child remembers his/her number so that all 'ones' form one group, all 'twos' another and so on.
3. Each group gets a task to talk about a life situation with a problem solved so that somebody felt at loss. (What has happened to you and your friend so that at the end somebody was sad, hurt, crying, angry...")
4. A group chooses one situation. The task is to agree how the events could happen so that the result would be good for all participants. Having reached the agreement, they draw a six pictures cartoon story with the changed ending. The first two pictures represent the original story while the next show the scenes leading to win-win ending for all participants in the event.
5. Finally, each group explains its story and make a small exhibition of their stories.

### ***Take Home Activity***

Choose one family activity and with the parents' help draw a cartoon similar to the one in a class.

## **Activity 2.3.8.: My 6 Pictures Story**

### ***Learning Goal***

To see that there are different ways to solve the same problem.

### ***Learning Outcome: By the end of this study unit, I will be able to:***

Help a friend to solve his/her problem.

Find a solution for my problem.

### ***Age Group***

Late Primary

### ***Level***

Intermediate

### ***Materials Needed***

Paper for each pupil divided in six squares

Colours (pastels or pencils)

### ***Activities***

1. Start the lesson with a Mindfulness activity
2. Split pupils in pairs

Each pair has a task to talk about one of his/her life situation where there was a problem solved in such a way that the person who talks lost. ("What has happened at the end when you were sad hurt, in tears, angry...") A child starts to draw his/her on the six square paper, starting with drawing the beginning of problematic situation s/he has just told a friend in the first and second square.

3. They exchange papers and continue drawing for each other the continuing of the situation but in a way that would be good for the "story owner" without making anybody sad or angry.

4. Finally, they explain to each other their drawings and the story outcome. “Story owner” tells his/her partner whether s/he agrees with such ending or has some addition or correction. The pair talks whether there is any other way in which the story can unfold and end.

### ***Take Home Activity***

Ask parents to tell them about their childhood situation when they were sad, angry or hurt. and explain how would they behave in such a situation today.

## **Activity 2.3.9.: Joint Problem**

### ***Learning Goal***

Constructive problem resolution

### ***Learning Outcome: By the end of this study unit, I will be able to:***

Exchange ideas and look for the best solution.

### ***Age Group***

Late Primary

### ***Level***

Advanced

### ***Materials Needed***

Panel to note the ideas; felt tip pens

### ***Activities***

1. Start the lesson with a Mindfulness activity.
2. Homeroom class is used to discuss what would children like to change to improve the quality of teaching and their stay in school. Teacher prompts more and more suggestions.
3. One problem or proposal for change is chosen.
4. Children “brainstorm” and teacher points out that it is important that everybody participates and that no proposal is criticised.

5. The best solution is selected and its realization discussed – who can help and how; should the parents be involved, etc.

### ***Take Home Activity***

Children inform parents about the problem discussed and the possibility of the parental involvement.