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E-STEAMSEL Project

Erasmus+ KA2-no: 2021-1-NO01-KA220-SCH-000032511

E-STEAMSEL Preparing Youth for the Future Labor Market with STEAM and SEL

SEL(SOCIAL EMOTIONAL LEARNING) LESSON PLANS

Partners:





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What is Social-Emotional Learning and Why is it Important?

What is Social-Emotional Learning?

First, it is crucial to define what social-emotional learning is. An [article](#) written for The Committee for Children's website states that social-emotional learning can be defined as "the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success."



It is a vital part of human development, equipping students with the skills, abilities, tools, and knowledge to build positive relationships, solve problems, make intelligent decisions, and achieve the necessary level of self-awareness. Social-emotional learning can also provide the foundation for educational success.

Moreover, social-emotional learning has a role to play within the context of pushes for inclusive learning and accessible education. As schools embrace people from different backgrounds, who face diverse challenges, students need to understand this and develop empathy and compassion.

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5 Key Social-Emotional Learning Areas

Understanding the concept of social-emotional learning can be aided by breaking it down into some key areas. Thus, the Collaborative for Academic, Social, and Emotional Learning (CASEL) has created the 'CASEL 5' framework, which outlines five core skills or areas associated with social-emotional learning.

The section below explores these five skill areas in greater detail:

1. Self-Awareness

Self-awareness is sometimes described as the leading skill in social-emotional learning. CASEL defines it as the ability to "understand one's own emotions, thoughts, and values and how they influence behavior across contexts."

A Landmark Outreach article outlines some of the primary skills that are associated with self-awareness. These skills include a student's ability to recognize and identify their own emotions, develop a perception of "self" which matches reality, believe in their capacity to achieve goals, and determine their areas of strength and weakness.

Additionally, developing self-awareness may require students to reflect on and examine their prejudices and biases and create a mindset that facilitates continuous personal growth. Essentially, for students, self-awareness is about self-reflection and building an understanding of who they are as a person.

2. Self-Management

Self-management is a concept closely related to self-awareness, and in many ways, it follows from its development. For example, the CASEL framework describes self-management as the ability to "manage one's emotions, thoughts, and behaviors effectively in different situations" to achieve personal aspirations.



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An overview from Greater Good in Education explores this concept further. It states that self-management is a process that involves students navigating their thoughts, behaviors, and emotions so that they develop an ability to make decisions that benefit not only themselves but also those around them, too.

Some of the primary skills associated with self-management include setting goals, maintaining attention, managing and controlling emotions, demonstrating resilience, and utilizing feedback to make personal progress.

3. Social Awareness

The following skill area associated with social-emotional learning is social awareness. An excellent way to think of this is by contrasting it with self-awareness. While the former refers to students' ability to understand themselves and their actions, social awareness is about becoming more aware of other people and feeling compassion for them.

Social awareness also involves demonstrating empathy and understanding. For example, an article written for Understood.org details some of the skills associated with social awareness. Such skills include the ability to understand the perspectives of others, to appreciate diversity in terms of different backgrounds and cultures.

One of the ways teachers may be able to make students more familiar with the concept of social awareness is by explaining the idea of The Golden Rule, which can be summarized as "treat others the way you want to be treated."

4. Relationship Skills

The fourth main skill area associated with social-emotional learning is the area of relationship skills. Relationship skills can be broadly defined as the ability to build and maintain positive relationships with other people and learning how to communicate with others effectively while resisting negative social pressures along the way.

Part of developing relationship skills is learning to work well with others and achieve shared goals or objectives. A strong focus is also placed on conflict resolution and collaborative problem-solving, which can assist students when asked to work as part of a team or collaborate with a partner.

Furthermore, a significant part of the relationship skills component of social-emotional learning involves developing leadership skills. Instilling such skills not only means developing the skills to lead a group of people to a shared objective, but it also means creating a sense of social justice and being willing to stand up for the needs and rights of other people.



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5. Responsible Decision-Making

The final main area associated with social-emotional learning is responsible decision-making. This skill can be described as the ability to make ethical, safe, caring, and constructive decisions while remaining mindful of the consequences of personal behavior or the potential outcomes that are likely to emerge from different choices.

Ultimately, the responsible decision-making component teaches students to evaluate their decisions' potential benefits and consequences. It is also about these skills being applied in and out of school.

One of the aspects highlighted in an article written for Positive Action is that decisions can have social, emotional, physical, and intellectual outcomes or consequences. Another critical aspect is teaching students that positive decisions can lead to growth and positive change, while negative decisions have the opposite effect.

The Benefits of Social-Emotional Learning

The importance of social-emotional learning can be explained in a broad sense. However, it is also helpful to provide details on some of the tangible and measurable benefits of the process. Fortunately, research on the topic is emerging all the time, and we can gain a good sense of how advantageous social-emotional learning is.

CASEL compiled [research](#) from around the world, demonstrating that social-emotional learning can enhance academic performance, improve classroom behavior, decrease instances of depression and increase students' ability to manage stress. In addition, as students move through school and into adulthood, it can reduce poverty, decrease crime and boost social mobility. Other studies have found improvements in areas like reading, writing, and mathematics.

It is also worth highlighting the employment benefits. According to a [report](#) from the World Bank Group, 79 percent of employers cite social-emotional skills as being the most important qualities for determining the chances of success. Therefore, teaching social-emotional learning can improve long-term career prospects.

Why should teachers promote Social Emotional Learning (SEL)?

Childhood and adolescence can be tough. We all can look back at times when we were frustrated, confused, angry, or scared without an understanding of how to process these strong emotions. Young people's bodies and brains are changing at such a rapid rate, and they are regularly being bombarded with new ideas and influences. As



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parents, we do our best to help our children navigate through these rough waters, but with new technology and changing ideologies, we don't always know what's best to say and do. Being a child looks different today than when we were young. What hasn't changed however, is that children who are taught to process, understand and manage their emotions are more equipped to become emotionally intelligent adults.

Research tells us that children today are increasingly distracted, under pressure, and anxious both in and out of the classroom. Fortunately, research has also shown that when schools focus on SEL, students show an increase in positive attitudes and behaviors, a sense of purpose, confidence, and empathy. Their relationships with their parents and peers improve, as well as their academic performance. Most importantly, children have a decrease in emotional distress.

Quite simply, children who engage regularly with social and emotional learning are more likely to understand what they are feeling, why they feel that way, and how to work through their feelings.

Social-Emotional Learning vs Teaching Social-Emotional Learning Skills

Just as there's a difference between doing projects and project-based learning, there is a similar difference in teaching SEL skills and literacies and SEL as a model or framework.

To clarify, Social-Emotional Learning is not just teaching students 'SEL skills,' nor is it a matter of creating academic lessons and units that discuss, explore, or otherwise involve social-emotional concepts, practices, or behaviors. Rather, Social-Emotional Learning is a significant step forward in making 'school' more human and whole. It's less didactic than it is itself (as a model) empathetic for the challenges and opportunities of the increasingly complex lives of children in a modern, hyperconnected world.

Conceptually, this involves ideas like mindset, attitude, cognitive behavior, self-regulation, persistence, empathy, positivity, and rationality.

On a practical level, this involves behaviors like self-monitoring, beliefs about one's self, setting goals, decision-making, self-care, and the ability to cultivate and maintain healthy relationships with others. Human beings are inherently social organisms (whether by need, instinct, drive, or necessity), and navigating both social interactions and social relationships play a significant role in the well-being of a person over a lifetime (Weissberg & Cascarino, 2013).

The effect of these kinds of ideas and behaviors on academic performance is predictable enough: happy people in healthy relationships embedded in connected communities is conducive to performance in school. This is likely true beyond children and school. As always, there's the challenge of separating cause from effect but it's not difficult to imagine that healthy, happy people thrive and people that thrive (in a



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multidimensional way: in relationships, with their health, financially, etc.) are generally 'happy.'

What are the teaching methods?

In this activity booklet, 3 methods are used to prepare lesson plans.

1. Problem-based learning
2. Creative Drama
3. Mindfulness

How Project-Based Learning Can Promote Social-Emotional Learning Skills

Many facilitators of Project-Based Learning workshops begin by having participants envision the characteristics of their ideal graduate from their school or grade level.

Educators individually answer the prompt, "What do you want your students to know and be able to do after their year with you?" Then the responses are collected and documented as a whole group.

I myself have done this protocol with thousands of educators across the country from pre-K to college. The results are always the same. Almost the entire list is outside of the curriculum at first glance. Once in a while, something like reading fluently makes the list, but content is mostly missing. Instead, what teachers suggest are **skills**.

Many of the characteristics listed are 'soft skills,' a term that I have come to despise. What I have realized is that the characteristics of an ideal graduate are actually social and emotional competencies. After running this protocol with teachers, I now follow it up by showing the CASEL competencies and have them make connections between their ideal graduate goals and the five CASEL categories and their subheadings.

MINDFULNESS AS A VERY IMPORTANT PART OF SEL

There has been substantial research that shows there is a current mental health crisis facing youth in Europe, and in fact, globally. As teachers are on the front line of societal issues they suffer mentally and emotionally as well.

Recently, SEL programs have routinely begun incorporating mindfulness practices to increase effectiveness.

These programs often focus on breathing and active listening, combined with "using literature to promote perspective-taking skills, empathy, and positive mood (e.g., learning optimism, practicing gratitude)".



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Additionally, many of the practices and the literature focus attention on promoting a positive classroom climate by encouraging conscious acts of kindness and service-based activities, acts of kindness for one another and collectively engaging in community service-learning activities that promote empathy for one's self and others.

While both SEL and mindfulness offer benefits independently of each other, they are most effective when implemented concurrently. Studies have shown that when faced with a difficult task, students who participated in both SEL and mindfulness programs showed better resilience when it came to their initial emotions of nervousness as well as during the task, compared to students who only participated in an SEL program. Mindfulness can help tap a child's full potential. In order to combat the significant mental health issues facing students today, SEL and mindfulness should be implemented together.

Even before Covid-19 pandemic, researchers found that children who received the SEL program with mindfulness:

improved more in their cognitive control and stress physiology;

reported greater empathy, perspective-taking, emotional control, optimism, school self-concept, and mindfulness,

c) showed greater decreases in self-reported symptoms of depression and peer-rated aggression,

(d) were rated by peers as more prosocial, and

(e) increased in peer acceptance (or social metric popularity).

Considering the effect of mindfulness programs on the nervous system of children, researchers found that, "a reduction of stress-related symptoms such as headache, abdominal pain, anxiety and depression could be identified".

Mindfulness programs directly benefit teachers by decreasing burnout and increasing teacher retention. While educators who have valuable years of experience have been shown to benefit from these programs, pre-service teachers also gained benefits from mindfulness practices as "a proactive approach that allows for training before students take on a more formal classroom role may offer a particularly useful opportunity for the development of emotion-related skills that can facilitate teacher resilience".

Creative Drama

Creative drama emerges as an effective method that we can use in the field of SEL. When we see drama as the rehearsal of life, whatever the subject of drama activities is, it will support and develop all 5 SEL areas..Drama is highly related with human



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interaction. Drama consists of all communication process. It has been stated that dramatic play helps the child development from a purely egocentric being into a

person capable of sharing and of give and take. In dramatic play children create a world of their own in

which to master reality. They try in this imaginative world to solve real life problems that they have until now, been unable to solve. They repeat, reenact, and relive these experiences (McCaslin, 2000, p. 5).

Creative drama can provide the opportunity to develop imagination, encourage independent thinking and cooperation, build social awareness, take others' perspectives, promote a healthy release of emotion, and improve habits of speech

Creative drama is a natural medium for the free expression of ideas, feelings, and attitudes (Heinig, 1993). Drama is valuable tool for self-awareness, social awareness, emotion handling, self-acceptance, coping with emotions, interaction with others, communication, conflict resolution.

Drama is vital in oral curriculum that deals with listening and speaking, including the nonverbal components of speech. Listening in order to follow directions is required in order to do any side-coached activity. Drama sessions include also empathic listening activities (Cottrell, 1987). Every classroom is composed of a group, including the teacher, organizer for the express purpose of education. To accomplish this most effectively, a high degree of cohesive interaction is required (Heinig, 1993, p. 44).

SEL is very important that is why it is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions (CASEL, 2017). Drama gives children opportunities to explore, discuss and deal with difficult issues and to express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama children are encouraged to take responsible roles and make choices—to participate in and guide their own learning. Teachers can take a more open-ended approach, concentrating on the process of learning at least as much as—if not more than—the product.

Read more from our modlle platform: <http://elearn-e-steamsel.upt.pt/>

FOR WHO?

This activity guide and activity book have been created for teachers to set an example for classroom practices. Our teachers can use these activities as they wish or modify



them and adapt them to the classroom. It can inspire our teachers to create new learning designs.

LESSON PLANS ABOUT SEL

LESSON PLAN 1

• The world of emotions

Lesson Plan 1: The world of emotions

Prof. Tudose Rodica

Lesson: Basic Emotions/Miscellaneous Emotions

Subject: The world of emotions

Grade: 5th grade

Duration: 2 hours

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- recognizing a variety of emotions experienced in relation to oneself and others

1.2. Social Product Outcomes:

- Development of cooperation and collaboration between students and teachers;
- Defining the notion of "emotion"
- Identifying emotions using various supports
- Differentiating positive from negative emotions
- Stimulating students' creativity by making works about emotions

2. Materials Used:

- worksheets; crayons; emoticon stickers; texts - support; flip chart sheets, emoticon cards, laptop, video projector, magnetic board

3. Resources

- human resources: students, teachers
- informational resources: educational platforms (mentimeter, wordwall)
-forms of organizing the activity: frontal, individual, in groups



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4. Learning Methods and Techniques

-conversation, explanation, reading, exercise, discovery, observation, brainstorming, didactic game

5. Groups Considered to be Formed During the Activity:

-students are divided into homogeneous groups - girls and boys aged 12,
- 4/6 students/group (depending on the tasks received)

6. Implementation Phase;

6.1 Preparation Phase:

- for some activities, students are divided into four work groups, 6 students/group
-each group chooses a group leader who will present the solutions/solving tasks to the class
- at the level of each group, an editor is selected who will mark the completion of all tasks.

6.2: Presenting the problem situation to the student :

- Dialogue about emotions (brainstorming method)
- What comes to your mind when you say emotions, feelings?

CLARIFICATION

Emotions are affective experiences of short duration and of varying intensity, expressing various reactions to the situations and events in which we take part. The word emotion comes from the Latin emotionis, in translation the impulse that brings reactions.

- How do emotions contribute to our survival and well-being?

CLARIFICATION

Emotions help us make decisions, mobilize and act in various crisis situations and also emotions help us understand those with whom we relate. Emotions help us make decisions, mobilize and act in various crisis situations and also emotions help us understand those with whom we relate. Emotions help us make decisions, mobilize and act in various crisis situations and also emotions help us understand those with whom we relate.



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- Can we hide our emotions?
- Can you list some emotions in your daily life?

6.3: Obtaining Information (Leading Questions)

* Today's topic will take us to the fascinating world of emotions.

Emotions can be:

Positive emotions	Negative emotions
<ul style="list-style-type: none"> • appreciation • joy • passion • faith • optimism • happiness • hope • sympathy • delight • gratitude • attachment • esteem • enthusiasm • confidence • exaltation, • safety • acceptance • thanks • satisfaction 	<ul style="list-style-type: none"> • fear • guilt • hatred • despair • anger • revenge • pessimism • concern • boredom • frustration • disgust • sadness • discouragement • anger • outrage • envy • disappointment • anger • regret • grief

6.4: Idea Development

* The students, divided into 6 groups of 4 members each, will solve the following task:

- ❖ From the *emotion box*, a representative of each group will draw a card with a figure representing an emotion (for example, happiness, fear, sadness, anger, surprise, disgust). The other groups do not need to know what emotions the others received. Each group presents the emotion through an artistic representation: mime/text. The other groups must guess each emotion presented

* Students are invited to take part in a competition: *Let's recognize emotions!*
- 4 teams of 6 members are formed: red, blue, yellow, green team



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- each team receives cards with figures representing emotions
- fragments of stories and poems known to them are read to the students, and they will have to recognize the poem/story of which the respective fragment is a part and pick up the card with the figure that expresses the emotion experienced by the character mentioned in the fragment.
- the team that picks up the card corresponding to the emotional state of the character in the read fragment, gets a red dot, and the team that answers incorrectly gets nothing.
- at the end, the dots received are counted, and the team that collected the most red dots is declared the winner. The other teams will cheer and appreciate the winning team.

6.5: Product Development:

- * Students are asked to solve the tasks in the worksheets (see APPENDICES)

Identifying Possible Solutions;

- * Students are asked to solve the exercise in the attached link: Sort by group – positive emotions/negative emotions

<https://wordwall.net/resource/54945678/positive-emotions-and-negative-emotions>

<https://wordwall.net/resource/54945678>



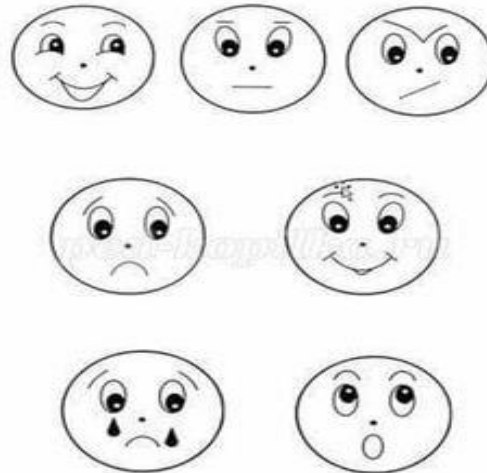
Choosing the Best Solution:

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* Emotions "have colors..."

- students will name the appropriate color for each emotion according to what they feel.



6.6. Sharing and Mirroring

TEAMWORK

* Students will work in groups to create works about emotions (words that express an emotion - "Word cloud"). Thus:

GROUP 1: happiness

GROUP 2: surprise

GROUP 3: sadness

GROUP 4: disgusted

GROUP 5: angry

GROUP 6: fear

6.7 Evaluation:

Each student will paste in the table of emotions the sticker with the emoticon corresponding to his state during the activity.

The teacher makes general assessments regarding the students' involvement in the activity.

APPENDICES

WORKSHEET

EXERCISE 1

- Colour the figure that expresses anger.

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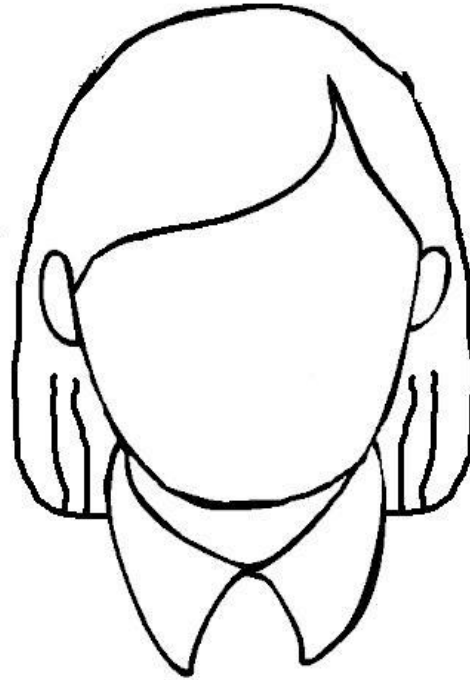
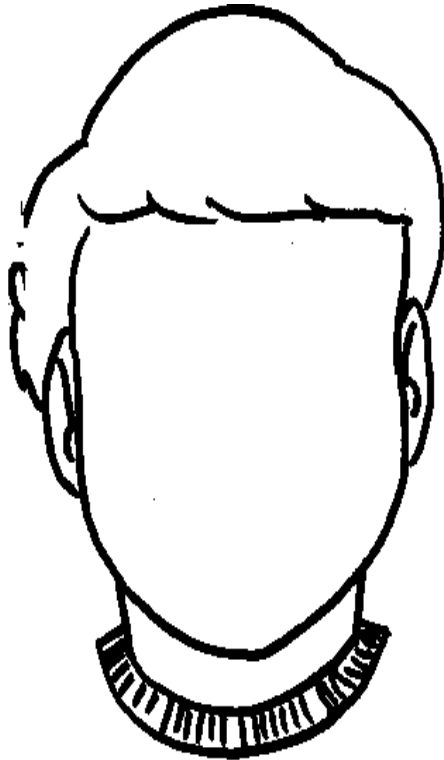
EXERCISE 2

- MATCH THE PICTURES TO THE CORRESPONDING EMOTION.



EXERCISE 3

- DRAW THE FIGURE BELOW (NOSE, EYES, MOUTH, EYEBROWS) SO THAT IT EXPRESSES AN EMOTION.



TEAMWORK:

WRITE IN MENTI: www.menti.com

- Write at least 7 words that express the idea of FEAR
<https://www.menti.com/aljqmg8xmdwc>
- Write at least 5 words that express the idea of SURPRISE
<https://www.menti.com/almh49g2s7ck>
- Write at least 8 words that express the idea of SADNESS
<https://www.menti.com/aleq59d5wtwo>
- Write at least 5 words that express the idea of DISGUST
<https://www.menti.com/algw8qcjgqwr>
- Write at least 7 words that express the idea of ANGER



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<https://www.menti.com/al74e2butwfh>

- Write at least 7 words that express the idea of HAPINESS

<https://www.menti.com/al74e2butwfh>

Go to www.menti.com and use the code 5698 2463

Scrie cel puțin 7 cuvinte care exprimă emoția teamă

Word cloud for 'emoția teamă' (fear) includes words like: înfricoșat, speriat, neajutorat, nesigur, îngrijorat, amenințat, inferior, slab, respins, inutil, neimportant, persecutat, îngrozitor, nervos, exclus, copleșit, anxios, mirat, deziluzionat.

Go to www.menti.com and use the code 6519 1204

Scrieți cel puțin 5 cuvinte care exprimă emoția SURPRIZĂ

Word cloud for 'emoția SURPRIZĂ' (surprise) includes words like: entuziasmat, speriat, confuzi, perplex, confuz, mirat, deziluzionat, uluit.

Go to www.menti.com and use the code 5215 5475

Scrieți cel puțin 8 cuvinte care să exprime emoția tristețe

Word cloud for 'emoția tristețe' (sadness) includes words like: suferind, vinovat, dezamăgit, neputincios, fragil, disperat, abandonat, izolat, ranit, deprimat, victimizat, rânchunos, insingurat, vulnerabil, rusinat.

Go to www.menti.com and use the code 8971 7331

Scrieți cel puțin 5 cuvinte care exprimă emoția dezgustat

Word cloud for 'emoția dezgustat' (disgust) includes words like: detestabil, dezamăgit, respingător, îngrozitor, revoltat, critic, ezitant, dezaprobat.

Go to www.menti.com and use the code 7839 8658

Scrie cel puțin 7 cuvinte care exprimă emoția mânie

Word cloud for 'emoția mânie' (anger) includes words like: indignat, mânios, agresiv, trădat, înfuriat, disprețuitor, amar, disprețuitor, ostil, distant, critic, disprețuitor, umilit, bașjocorit.

Go to www.menti.com and use the code 7840 6630

Scrie cel puțin 7 cuvinte care exprimă fericirea

Word cloud for 'emoția fericirea' (happiness) includes words like: vesel, recunoscător, entuziasmat, curios, creativ, încrezător, entuziasm, respectat, interesat, mandru, multumit, sigur pe sine, puternic, curajos, optimist, aventuros, acceptat, important, liber.



LESSON PLAN 2

" Healing of the ten lepers " (Luke 17,11-19)

Lesson Plan 2: "Healing of the ten lepers

Prof. Tudose Rodica

Lesson: Gratitude for the good received

Subject: " Healing of the ten lepers " (Luke 17,11-19)

Grades: VI

Duration: 2 hours

Lesson plan drafted by teacher: Rodica Tudose

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- ***Presenting a few spiritual role models, taking into account the teaching of biblical, religious and literary studied texts***
- ***Establishing positive relationship with classmates during the activities, learning tasks , dilemmas debated upon during the lesson , using rules of moral and religious behavior .***

1.2. Social Product Outcomes:

- Developing cooperation and collaboration between students and teaching staff;
- Exemplifying ways of expressing gratitude towards God as well as and other benefactors;
- Mentioning the importance of thanks to the people we interact with during our lifetime;
- Encouraging students' creativity by creating projects on Gratitude using knowledge acquired in other subjects (Art education , ICT , Romanian language)

2. Materials Used:



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- laptop, video projector, worksheets , pptx. presentation , Holy Scripture , internet connection , flipchart sheets , markers , white-board magnets

3. Resources

- human resources: students , teachers
- informational resources: educational platforms (learningapps.org; wordwall.net/ro , padlet , mentimeter , flipgrid , youtube)
- ways of organizing the activity: frontal, individual, on groups

4. Learning Methods and Techniques

- conversation, explanation, reading , problem-solving , the random wheel, thinking hats , working with Saint Scripture , supporting texts , OER resources

5. Groups Considered to be Formed During the Activity:

- Students are divided in homogeneous groups – girls and boys at the age 12 ,
- 5 students / group

6. Implementation Phase;

6.1 Preparation Phase:

- the students are divided in the four working groups, 5 students each / group _
- each group chooses a group leader who will present the solutions of the tasks in face of the classroom
- at the level of each group, an editor is selected to mark the completion of all tasks.

6.2: Presenting the problem situation to the student:

- based on a ppt material, students are presented with a story about Christian virtues to highlight the importance of gratitude in people's lives.

6.3: Obtaining Information (Leading Questions)

*a student reads the scriptural text " Healing of the ten lepers " - (Luke 17, 11-19)



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6.4: Idea Development

- * the students are asked to find an explanation for the title the lesson:
 - healing = to make healthy , to heal , to recover
 - the figure ten = ten people healed
 - lepers = people suffering from an incurable contagious disease,

- * To better understand the concept of gratitude , we will use method *Thinking Hats*
 - What does leprosy symbolize in the context?
 - How can we cleanse ourselves from "leprosy"?
 - Who are the recipients of healing?
 - Why did only one of the ten lepers return to praise God?
 - Where does the Savior send the lepers?
 - What moral duty do we have, after we receive help?
 - What we receive from God, thanking with gratitude?
 - What is the most important religious sermon through which the Church honors and glorifies God?
 - It is the miracle of healing the ten lepers of current importance? Why?
 - Should good be done only to receive satisfaction?

- * The meaning of the following words is explained :
GOODNESS = good deed help given to someone
GRATITUDE = debt, moral obligation to a benefactor.

6.5: Product Development:

- * Students are request to solve the following tasks for checking knowledge:
<https://learningapps.org/watch?v=pnafg6d3j20>
<https://learningapps.org/view15158081>

Identifying Possible Solutions;

- *Students are asked to solve the exercise in the worksheet **I AM GRATEFUL WHEN ...**

- * The students, divided into groups, will present the ways in which they can express their gratitude to God, parents, friends, neighbors. The platform wordwall is used – **The random wheel (**
<https://wordwall.net/resource/28253194/recuno%c8%99tin%c8%9b%c4%83> **)**- to give each group the topic to express their gratitude.

Choosing the Best Solution:

The moral lessons derived from the lesson are stated:

- Let's thank God for everything!
- Let's be grateful and grateful to those who help us and do us good!



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6.6. Sharing and Mirroring

* Students will work in groups to fill in the worksheets on gratitude. Thus:

GROUP I – BIBLICAL QUOTATIONS ABOUT GRATITUDE AND PROVERBS ABOUT GRATITUDE

<https://padlet.com/flutrudiana/inv-turi-biblice-k065wrls6eyz26o5>

GROUP II – FACES OF GRATITUDE <https://www.youtube.com/watch?v=t61mMa-DJDE>

GROUP III – WORDS THAT EXPRESS GRATITUDE

Scrive cel puțin 4 cuvinte care exprima recunostinta.



GROUP IV – THOUGHTS ON GRATITUDE

<https://www.youtube.com/watch?v=t61mMa-DJDE>

6.7 Evaluation:

Using the "Gallery Tour" method, students will vote on the activity they liked the most.

The teacher makes verbal assessments regarding the students' involvement in the activity.



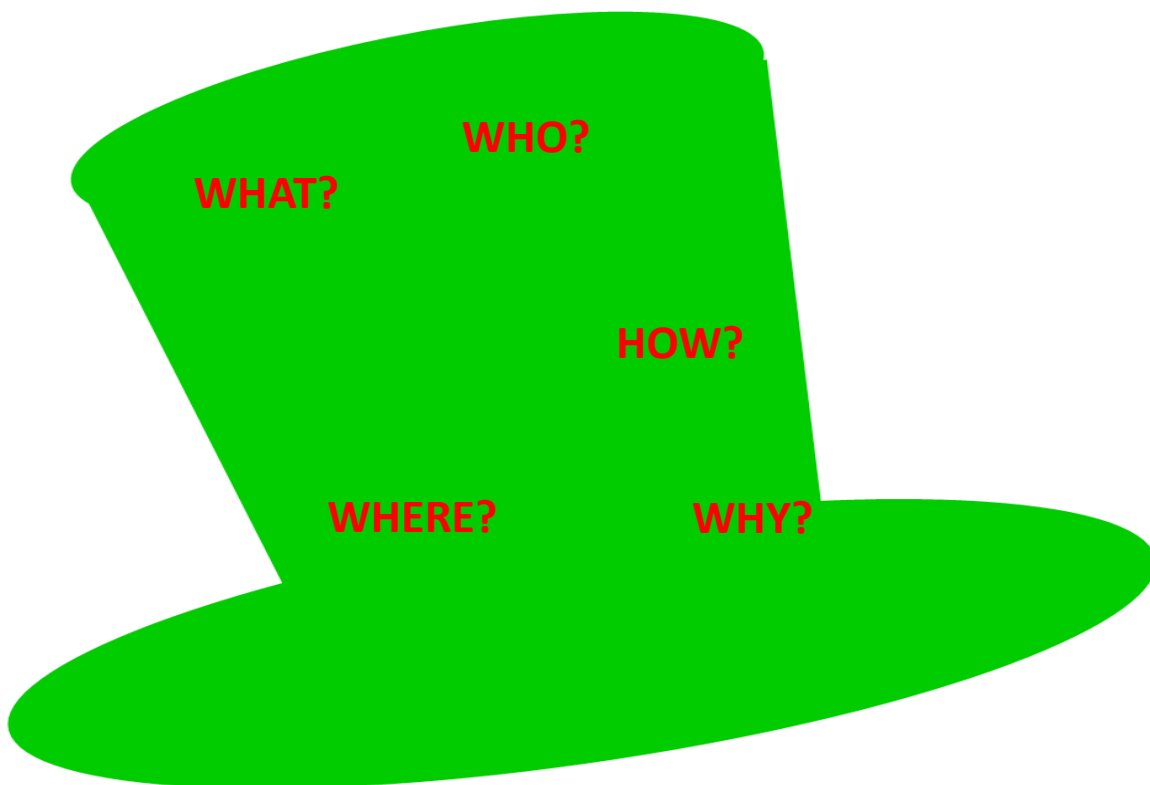
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ANNEXES:

THINKING HAT



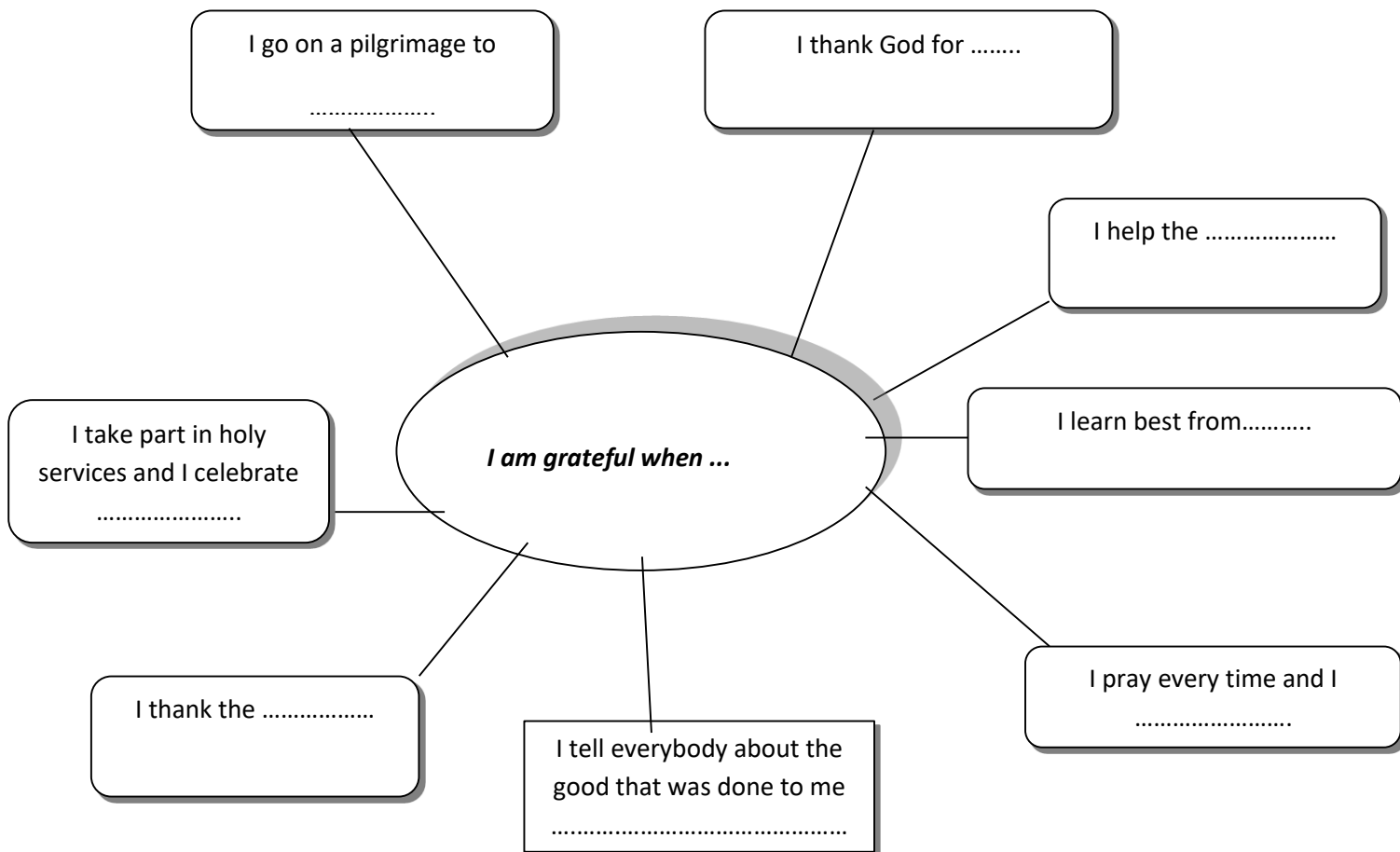


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WORKSHEET

- Complete the following statements with information about yourself :





LESSON PLAN 3

• Confidence and lack of self-confidence

Lesson Plan 3: **Confidence and lack of self-confidence**

Subject: Social Studies

Grade: 3rd grade

Duration: 2 hours

Lesson drafted by teacher: Loredana – Doinița Chiscoci

1. Target Outcomes:

The development of students' self-confidence in order to be aware of its role in the learning activity and in any other activity

Cognitive Process Outcomes:

Identifying some defining moral traits of a person

The outcomes of the center discipline:

Obj 1- to make value judgments based on the motivational video;

Obj 2 - to identify the right words/expressions to students` heart content with self-confidence;

Obj 3 - to be aware of what some personal qualities are and at what moments they used them;

Obj 4 - to reflect on the messages conveyed by the films in relation to the child's attributes with self-confidence and overcoming a failure;

Obj 5 - to establish the specific traits for each of the two categories of children: self-confident/non-self-confident;



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Obj 6 – speak about failure in a way that would not upset/help in the future.

1.2. Social Product Outcomes:

Exploring existing relationships among the people within the group

• Working in a team

The students will complete the Venn diagram (handout) with the two instances:

- Self-confident child;
- Child without self-confidence.

The different attributes of the two children will be visualized on the computer, the children just have to choose and write on the cards. They will establish common characteristics in pairs.

It will also be done on the computer to check the solutions for the different properties.

<https://learningapps.org/watch?v=pxidu5mcj20>

• Communicating

Students will watch the film: <https://learningapps.org/watch?v=p2ae68ofc20> and they will discover what the main character needed to succeed.

Questions and Answers session:

How would you have felt if you were instead of the little boy?

What do the little boy's gestures show?

What did the boy need to climb the ladder?

How does the child turn out?

What did the father and grandfather try to do?

How did the child place his cap? What does this gesture demonstrate?

How will the boy proceed in the face of the new challenge, will he choose his father's version, his grandfather's or his own?

What helped the boy in finding the solution?

What attitude do the father and grandfather have towards the boy?

What lesson do we learn from the film?

• Being able to share problem and solution-oriented ideas

Reflection:

Does believing in ourselves mean we will always succeed?

How does self-confidence help us in times of failure?

• Fulfilling their duties and responsibilities

Students solve work assignments, both individually and in groups

• Being able to defend their ideas

Students support their ideas with concrete arguments



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- **Presenting the product effectively:** The Reflection Journal
- **Understanding the importance of cooperation and collaboration**

The teacher will give each group a sheet with situations they can find themselves in when they have to do something new. Students will be asked to reflect on the point they would like to reach.

2. Materials Used: video projector, calculator, online teaching applications, motivational video films, worksheets, flipchart sheet, flipchart

3. Resources:

<http://clubami.alinablagoi.ro/cum-imbunatatim-stima-de-sine-a-copiluluiadolescentului>

4. Learning Methods and Techniques: debate, heuristic conversation, exercise, gamification, Venn diagram

Problem Based Learning Method: solving an open-ended problem

Argumentation Based Learning Method: debate, argumentation, explanation

Project Based Learning Method: Investigative Journalist project

Techniques; Brainstorming, collaborative work: Venn diagram

5. Groups Considered to be Formed During the Activity:

The class will be divided into 5 groups/pairs of 5 students each.

6. Implementation Phase

The game "I felt..." for which we only need half a colored sheet and writing instruments (one or more, colored).

Worksheets with unfinished sentences:

I felt brave as a lion (not the one in the book...) when... .

I felt as smart as a dolphin when.... .

I felt strong as a bear when.... .

I felt playful like a cat when.... .

I felt friendly as a dog when.... .

6.1. Preparation Phase

The groups, the leader and the reporter have been established.

6.2. Presenting the problem situation to the student

The assigned student presents his Investigative Journal, in the second class.

6.3. Obtaining Information (Leading Questions)

I suggest the game "My trick", through which the students will do an exercise *to look acceptably at a failure*. They will listen to Adi (up to 1:47), after which they will choose an unpleasant moment in their life that they will present in an acceptable way, as it emerged from the material ("It's true that I had

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problems when ..., but I know that it is in my power to get better results if...”) Students will write on a post-it each and whoever wants to will read. The teacher will start the list by presenting his or her own trick.

<https://www.youtube.com/watch?v=KgsKtjS27IQ>

6.4. Idea Development and Identifying Needs for the Problem

I will play the last part of Adi's message to the children and suggest that they make another material.

6.5. Product Development: The Investigative Journal

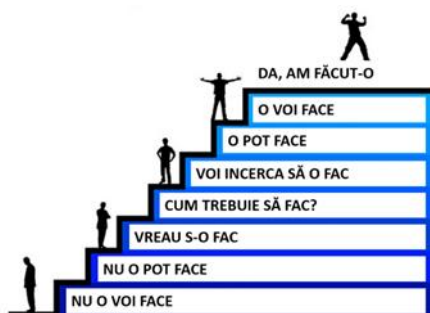
Identifying Possible Solutions: What can you do to boost your self-esteem?

Choosing the Best Solution: The best idea emerges.

Making the Prototype: Self-esteem takes shape, regardless of pleasant or less pleasant situations, "growing" through experiences, feelings, personal anguish.

6.6. Sharing and Mirroring: Some students "mirrored" themselves in situations and group discussions.

6.7. Evaluation





LESSON PLAN 4

• Social Awareness

Lesson PLAN 4: Exploring Social Awareness

Subject: Social Awareness

Grade: 6th grade

Duration: 90 minutes

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- recognizing a variety of concepts and issues related with social awareness and its importance in society

1.2. Social Product Outcomes:

- Students will understand the concept of social awareness and its importance in building empathy and understanding.
- Students will identify various social issues affecting their community and beyond.
- Students will develop strategies to promote social awareness and take action to address social issues.

2. Materials Used:

1. Whiteboard or flip chart
2. Markers
3. Handouts with case studies or scenarios related to social issues
4. Internet access (optional for research activities)

3. Resources

- human resources: students, teachers
- informational resources: educational platforms (mentimeter, wordwall)
- forms of organizing the activity: frontal, individual, in groups
- [SOCIAL EMOTIONAL LEARNING VIDEO LESSON WEEK 9: SOCIAL AWARENESS! - YouTube](#)



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4. Learning Methods and Techniques

-conversation, explanation, reading, exercise, discovery, observation, brainstorming, didactic game

5. Groups Considered to be Formed During the Activity:

-students are divided into heterogeneous groups - girls and boys
- 4/6 students/group (depending on the tasks received)

6. Implementation Phase;

6.1 Preparation Phase:

- for some activities, students are divided into four work groups, 6 students/group
-each group chooses a group leader who will present the solutions/solving tasks to the class
- at the level of each group, an editor is selected who will mark the completion of all tasks.

6.2: Presenting the problem situation to the students:

Introduction (10 minutes):

1. Begin the lesson by asking students what they understand by the term "social awareness." Write their responses on the whiteboard.
2. Explain that social awareness refers to having knowledge and understanding of social issues, such as poverty, inequality, discrimination, and environmental concerns.
3. Discuss the importance of social awareness in promoting empathy, understanding, and positive change in society.

Activity 1: Understanding Social Issues (20 minutes):

1. Divide students into small groups.
2. Distribute handouts with case studies or scenarios related to social issues.
3. In their groups, students analyze the case studies and discuss the social issues portrayed, the impact on individuals and communities, and possible underlying causes.
4. Each group presents their findings to the class, fostering a whole-class discussion.

Activity 2: Researching Social Issues (20 minutes):



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1. Assign each group a specific social issue to research further (e.g., homelessness, gender inequality, pollution).
2. Provide time for students to gather information using library resources or the internet.
3. Instruct students to create brief presentations or posters summarizing their research findings, including key facts, statistics, and examples.
4. Allow time for students to present their findings to the class, promoting knowledge-sharing and discussion.

Activity 3: Taking Action (30 minutes):

1. Engage students in a brainstorming session on how they can promote social awareness and address social issues in their community.
2. Encourage creativity and suggest ideas such as organizing awareness campaigns, volunteering, fundraising, or advocating for change.
3. Have students work individually or in groups to develop action plans, including specific steps, resources required, and timelines.
4. Provide an opportunity for students to share their action plans with the class, promoting collaboration and inspiration.

Conclusion (10 minutes):

1. Summarize the key points discussed throughout the lesson, emphasizing the importance of social awareness and the power of collective action.
2. Encourage students to continue developing their social awareness by staying informed, empathizing with others, and taking meaningful action.
3. Remind students that even small actions can make a difference and contribute to positive social change.

6.3 Evaluation:

1. Observe student participation and engagement during discussions and activities.
2. Evaluate the quality and depth of student presentations on social issues.
3. Assess the creativity and feasibility of students' action plans to promote social awareness.



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LESSON PLAN 5

• Promoting Education Access and Equity

Lesson PLAN 5: Promoting Education Access and Equity

Subject: Social Awareness

Grade: 8th grade

Duration: 90 minutes

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- recognizing a variety of concepts and issues related with education access and equity and its importance in society

1.2. Social Product Outcomes:

- Students will understand the importance of education access and equity in promoting equal opportunities for all individuals.
- Students will identify barriers to education access and equity in their community and beyond.
- Students will develop strategies to advocate for education access and equity and create awareness among their peers.

2. Materials Used:

1. Whiteboard or flip chart
2. Markers
3. Handouts with statistics on education disparities (optional)
4. Internet access (optional for research activities)

3. Resources

- human resources: students, teachers
- informational resources: educational platforms (mentimeter, wordwall)
- forms of organizing the activity: frontal, individual, in groups
- [Ensuring Educational Equity for All Students - YouTube](#)
- [Why Equity Matters in Education - YouTube](#)
- [Equality, Equity, and Social Justice - YouTube](#)



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4. Learning Methods and Techniques

-conversation, explanation, reading, exercise, discovery, observation, brainstorming, didactic game

5. Groups Considered to be Formed During the Activity:

-students are divided into heterogeneous groups - girls and boys
- 4/6 students/group (depending on the tasks received)

6. Implementation Phase;

6.1 Preparation Phase:

- for some activities, students are divided into four work groups, 6 students/group
- each group chooses a group leader who will present the solutions/solving tasks to the class
- at the level of each group, an editor is selected who will mark the completion of all tasks.

6.2: Presenting the problem situation to the students:

Introduction (10 minutes):

1. Begin the lesson by asking students what they think education access and equity mean. Write their responses on the whiteboard.
2. Discuss the importance of education in personal development, social mobility, and creating a fair society.
3. Explain that education access refers to the opportunity for all individuals to obtain a quality education, regardless of their background or circumstances, while education equity emphasizes providing resources and support to ensure that everyone has an equal chance to succeed.

Activity 1: Understanding Education Disparities (20 minutes):

1. Present statistics or case studies that illustrate education disparities in different regions or communities. You can use handouts or display them on a screen.
2. In small groups, have students analyze the data and discuss the factors contributing to education disparities, such as poverty, gender bias, disabilities, and geographical location.
3. Facilitate a whole-class discussion, allowing students to share their findings and perspectives on the consequences of education disparities.

Activity 2: Barriers to Education Access (20 minutes):



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1. Divide students into pairs or small groups.
2. Provide each group with a specific barrier to education access and equity (e.g., lack of infrastructure, limited resources, discrimination). Ask them to brainstorm and discuss the impact of that barrier on students' access to education.
3. Have each group present their findings, fostering a class discussion on the identified barriers and their potential solutions.

Activity 3: Advocacy and Awareness (30 minutes):

1. Engage students in a discussion on how they can advocate for education access and equity in their community.
2. Encourage students to brainstorm and develop ideas for raising awareness about education disparities among their peers and the wider community.
3. Students can create posters, organize awareness campaigns, write articles, or develop social media content to highlight the importance of education access and equity.
4. Allow time for students to present their advocacy ideas to the class, promoting collaboration and feedback.

Conclusion (10 minutes):

1. Summarize the key points discussed throughout the lesson, emphasizing the significance of education access and equity for individuals and society as a whole.
2. Encourage students to take action by implementing their advocacy ideas and raising awareness about education disparities.
3. Remind students that small actions can make a difference, and they have the power to create positive change in their community.

6.3 Evaluation:

1. Observe student participation and engagement during discussions and activities.
2. Evaluate the quality and depth of student presentations on education disparities and advocacy ideas.
3. Assess the students' understanding of education access and equity through class discussions and their ability to propose strategies for promoting change.



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LESSON PLAN 6

- Promoting Dialogue, Empathy, and Non-violence in Conflict Resolution

Lesson PLAN 6: Promoting Dialogue, Empathy, and Non-violence in Conflict Resolution

Subject: Social Awareness

Grade: 7th grade

Duration: 90 minutes

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- recognizing a variety of concepts and issues related with dialogue, empathy and its importance in society

1.2. Social Product Outcomes:

- Students will understand the importance of dialogue, empathy, and non-violent approaches in resolving conflicts.
- Students will develop skills in active listening, perspective-taking, and constructive communication.
- Students will apply non-violent strategies to resolve conflicts in their personal lives and promote peaceful interactions.

2. Materials Used:

1. Whiteboard or flip chart
2. Markers
3. Handouts with conflict scenarios (optional)
4. Role-play props (optional)

3. Resources

- human resources: students, teachers
- informational resources: educational platforms (mentimeter, wordwall)
- forms of organizing the activity: frontal, individual, in groups
- [Move nonviolence / U5 / Criteria for the choice of nonviolent action - YouTube](#)
- [How To Deal With Conflict - YouTube](#)
- [Conflict Resolution Strategies for Kids by WholeHearted School Counseling - YouTube](#)



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4. Learning Methods and Techniques

-conversation, explanation, reading, exercise, discovery, observation, brainstorming, didactic game

5. Groups Considered to be Formed During the Activity:

-students are divided into heterogeneous groups - girls and boys
- 4/6 students/group (depending on the tasks received)

6. Implementation Phase;

6.1 Preparation Phase:

- for some activities, students are divided into four work groups, 6 students/group
- each group chooses a group leader who will present the solutions/solving tasks to the class
- at the level of each group, an editor is selected who will mark the completion of all tasks.

6.2: Presenting the problem situation to the students:

Introduction (10 minutes):

4. Begin the lesson by discussing what conflicts are and how they can arise in different situations.
5. Explain the importance of resolving conflicts peacefully and the negative consequences of violence or aggression.
6. Introduce the concepts of dialogue, empathy, and non-violence as effective strategies for conflict resolution.

Activity 1: Understanding Empathy and Perspective-taking (20 minutes):

7. Engage students in a discussion about empathy, defining it as the ability to understand and share the feelings of others.
8. Conduct an activity where students pair up and take turns sharing a personal experience or challenging situation. The listener practices active listening and shows empathy by reflecting on the speaker's emotions and perspective.
9. Facilitate a class discussion on the importance of empathy in conflict resolution and how it can help foster understanding and resolution.

Activity 2: Non-violent Communication (20 minutes):



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10. Introduce the concept of non-violent communication (NVC) as a way to express needs, listen, and resolve conflicts peacefully.
11. Discuss the four components of NVC: observation, feeling, need, and request. Provide examples to illustrate each component.
12. Divide students into small groups and provide them with conflict scenarios. In their groups, students practice applying NVC to resolve the conflicts. Encourage them to consider different perspectives and find mutually beneficial solutions.
13. Have each group present their conflict resolution process and discuss the effectiveness of using non-violent communication.

Activity 3: Role-Play and Conflict Resolution (30 minutes):

14. Divide the class into small groups and assign each group a conflict scenario.
15. Provide props or encourage students to act out the scenarios, role-playing both the conflicting parties and mediators.
16. Students practice applying dialogue, empathy, and non-violent approaches to resolve the conflicts. Encourage them to actively listen, express their needs and emotions, and seek mutually agreeable solutions.
17. After the role-plays, facilitate a class discussion on the challenges and successes encountered during the conflict resolution process. Emphasize the importance of respectful communication and finding win-win solutions.

Conclusion (10 minutes):

18. Summarize the key points discussed throughout the lesson, emphasizing the significance of dialogue, empathy, and non-violence in conflict resolution.
19. Encourage students to apply these strategies in their daily lives to resolve conflicts peacefully.
20. Remind students that conflicts are a normal part of life and that everyone can contribute to a more peaceful and understanding society.

6.3 Evaluation:

1. Observe student participation and engagement during discussions and activities.
2. Evaluate the students' ability to apply empathy and non-violent communication in role-plays and conflict resolution scenarios.
3. Assess the students' reflections and contributions during the class discussions on the importance of dialogue, empathy, and non-violence.



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LESSON PLAN 7

• Mindfulness in Practice

Lesson PLAN 7: Mindfulness in Practice

Subject: Patriotic and Civic Culture and Ethics

Grade: secondary level

Duration: 90 minutes

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- recognizing a variety of concepts and issues related with social emotional learning and mindfulness concepts

1.2. Social Product Outcomes:

- Students will understand how to put the concept of Socio-emotional learning (SEL) into practice by employing one of the mindfulness ways .
- Students will identify various issues that effect individual's well-being.
- Students will develop practical steps how to employ mindfulness techniques in every day's lives.

2. Materials Used:

1. Whiteboard or flip chart
2. CD player or music/videos from Youtube for research and practical activities

3. Resources

- human resources: students, teachers
- informational resources: internet
- forms of organizing the activity: frontal, individual, in groups
- <https://www.youtube.com/watch?v=Ma1asVktl8Q> (The Four Elements of Nature)



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4. Learning Methods and Techniques

-conversation, explanation, reading, relaxation, meditation, brainstorming, etc

5. Groups Considered to be Formed During the Activity:

-students are divided into heterogeneous groups - girls and boys
- 5 students/group (depending on the tasks received)

6. Implementation Phase;

6.1 Preparation Phase:

- for some activities, students are divided into four work groups, 5 students/group
-each group chooses a group leader who will present the solutions/solving tasks to the class
- at the level of each group, an editor is selected who will mark the completion of all tasks.

6.2: Presenting the problem situation to the students:

Introduction (10 minutes):

1. Students are asked what they understand when they hear a word mindfulness. Their answers are written on the whiteboard.
2. Students are told that mindfulness is the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us. Students are told that mindfulness can be cultivated through proven techniques such as various types of meditation (seated, walking, standing: yoga, einstellen, etc, short pauses, sports, etc.
3. The importance of mindfulness activities for daily benefits are discussed.

Activity 1: Understanding mindfulness (20 minutes):



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1. Students are divided into pairs.
2. Students take a look at video of one of the mindfulness approaches,.
3. In pairs, students discuss the basic tenets of mindfulness and their potential on physical and mental well-being..
4. Each pair presents their findings to the class, fostering a whole-class discussion.

Activity 2: Researching Impact of mindfulness(20 minutes):

1. Each pair is assigned an additional task for the area to be researched.
2. Students are given time to research internet information .
3. Pairs present their findings to their schoolmates in the class. These findings are discussed in the class.

Activity 3: Mindfulness meditation (30 minutes):

1. Students delve into practical use of mindfulness by taking meditation accompanied by the music from Bruno Groening Circle of Friends , a voluntary association which received United Nations Peace Pole Prize for their work in 2013.
2. Before actual meditation students are told not to cross their hands and legs and to try to empty their minds or at least focus on or think about something positive during meditation. The topic of meditation is connected with nature in order to maximize the relaxed feelings.
3. Students share their feelings after the end of meditation.

Conclusion (10 minutes):

1. Key points are summarized and discussed including the importance of incorporating mindfulness techniques in daily lives for well-being.
2. Students are encouraged to use mindfulness techniques in order to be more peaceful during their activities, to have more focus on learning and thus better results in school. .

6.3 Evaluation:

1. Students' participation and engagement during discussions and activities are observed
2. Students feelings after the end of meditation are evaluated..
3. Students plans about using mindfulness techniques in their daily lives are assessed..



LESSON PLAN 8

• Protection Against Natural And Other Disasters

LESSON PLAN 8: Protection Against Natural And Other Disasters

Lesson: Social Emotional Learning

Subject: Protection Against Natural And Other Disasters

Grade: Secondary level

Duration: 90 minutes

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- recognizing concepts of climate change, man-made or natural disasters and solutions how to lessen impacts of floods. Recent floods in Slovenia at the beginning of August 2023 were the worst natural catastrophe in Slovenia since independence in 1991 resulting in six deaths and damage and destruction of houses, communities and environment worth few billion EUR.

1.2. Social Product Outcomes:

- Students will understand the importance of the concepts of climate change which are both caused naturally and by humankind, develop critical thinking and critical media literacy as well as empathy and activism .
- Students will identify challenges of climate change, negative results of it such as floods and will contrast them with their own experiences .
- Students will develop strategies to advocate for climate change mitigation and natural disasters' prevention .

2. Materials Used:

1. Whiteboard
2. Internet access for research activities



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3. Resources

- human resources: students, teachers
- informational resources: internet
- forms of organizing the activity: frontal, individual, in groups
- <https://www.youtube.com/watch?v=b0fBr2S93rw>

4. Learning Methods and Techniques

- conversation, critical thinking and critical media literacy, brainstorming

5. Groups Considered to be Formed During the Activity:

- students are divided into heterogeneous groups - girls and boys depending on the tasks received

6. Implementation Phase;

6.1 Preparation Phase:

- for some activities, students are divided into four work groups, 5 students/group
- each group chooses a group leader who will present the solutions/solving tasks to the class
- at the level of each group, an editor is selected who will mark the completion of all tasks.

6.2: Presenting the problem situation to the students:

Introduction (10 minutes):

1. The lesson is started by asking students about their personal experience with floods in Slovenia in August 2023 and what they think about them. Their answers are written on the whiteboard.
2. The importance of natural disaster prevention is discussed and students' ideas are written down.
3. The issue of global climate change is explained to them. Various causes are taken into account such as transport, livestock, industry, clearing of forests etc. Cases for Earth life cycles of warm periods and ice age periods are presented as well as the negative use of modern technology dealing with weather phenomena such as cloud seeding, geoengineering,



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etc. The urgent need for climate change mitigation is explained to student in order to help them find empathy and activism.

Activity 1: Climate Change Challenges (20 minutes):

1. Most pressing climate change issues are discussed with students after watching short video clips about them on the internet. The Sustainable Development Goal connected with the climate change topic is presented to students.
2. In small groups, students try to find additional data on the internet about the possible causes for floods in Slovenia and then brainstorm their own potential solutions. They also discuss the geographical extend of the floods and why some areas don't have much floods and others do..
3. The whole-class discussion follows in order to enable students share their opinion or experience about the issue.

Activity 2: Climate Changes Solutions (20 minutes):

1. Students are divided into pairs..
2. Each pair chooses a specific solution to climate change challenge. Then each pair is asked to brainstorm additional solutions they find feasible.
3. Findings/opinions are presented by each pair, followed by a class discussion on recent floods in Slovenia.

Activity 3: Critical Thinking and Critical Media Literacy (30 minutes):

1. Students look for articles or video clips on the internet about the impact of floods and why floods were not prevented.
2. This is followed by brainstorming findings resulted from the activity of critical thinking and critical media literacy. All viewpoints are taken into account, such as government's position, environmental activism, climate sceptical viewpoints, etc. Students are asked if all proposed solutions are really good for climate change mitigation or not.
3. Students present their opinion, experiences and out-of-the box ideas for activities and action how to build back communities better in the aftermath of recent floods in Slovenia.

Conclusion (10 minutes):

1. The key points are discussed in the classroom focusing on the need of empathy and activism in helping victims of floods on one hand but on the other hand critical thinking and critical media literacy employed when dealing with solution and activities for prevention or mitigation of potential future floods.
2. Students are encouraged to take action as individuals, to change their daily habits to be aligned with climate change mitigation practices and to influence their parents, friends and local communities.

6.3 Evaluation:

1. Students' participation during lesson is observed. .



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2. Their solutions and out-of-the box ideas for prevention of floods in future are evaluated. quality and depth of student presentations on education disparities and advocacy ideas.
3. Each of students takes a certain task to do for climate change mitigation in future.

LESSON PLAN 9

• In Someone Else's Shoes

Lesson PLAN 9: In Someone Else's Shoes

Subject: Global Education

Grade: Secondary Level

Duration: 90 minutes

1. Target Outcomes:

1.1 Cognitive Process Outcomes:

The outcomes of the center discipline:

- recognizing a variety of concepts and issues related with activism and empathy in society

1.2. Social Product Outcomes:

- Students will be able to open up and talk about their own experiences using More Than One Story cards .
- Students will develop skills such as empathy, activism and critical thinking .
- Students will learn how to awake understanding and appreciation for the unique experiences of each person by walking in someone else's shoes.



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2. Materials Used:

1. Whiteboard
2. More than One Story cards
3. Role-play (optional)

3. Resources

- human resources: students, teachers
 - informational resources: internet
 - forms of organizing the activity: frontal, individual, in groups
- <https://www.morethanonestory.org/en>

4. Learning Methods and Techniques

-conversation, observation, role playing, critical thinking

5. Groups Considered to be Formed During the Activity:

- students are divided into heterogeneous groups - girls and boys
- the number of the students per group depends on the task

6. Implementation Phase;

6.1 Preparation Phase:

- students are divided into four work groups, 5 students/group
- each group chooses a group leader who will present the solutions/solving tasks to the class
- at the level of each group, an editor is selected who will mark the completion of all tasks.

6.2: Presenting the problem situation to the students:



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Introduction (10 minutes):

1. Begin the lesson by discussing the issue of having to migrate somewhere else in general and the issue of refugees in particular.
2. Explain the importance of having skills such as activism and empathy in dealing with such issues.
3. Introduce the concept of empathy as an effective strategies for dealing with the issue of migrants/refugees.

Activity 1: Understanding the Other by walking in his shoes (30 minutes):

4. Students are engaged in discussion by being divided into groups. .
5. Each student takes one card from the More Than One Story card set where tasks are written in different languages. Each student talks about his/her task like for example what he/she feared in his/her childhood. The other participants listen to each other' stories and practice acceptance, tolerance and imagining themselves in someone else 's shoes.

After the end of all students' tasks, empathy and activism are discussed in order for students to understand and develop those skills for better understanding and acceptance of other people.

6. Reasons for migrations and refugees are introduced such as war, famine, or simply looking for better life opportunities in order for students to gain insight into critical thinking and looking for causes of problems.
7. Concepts of More Than One Story cards are discussed such as to build bridges between people of all ages, backgrounds and cultures. .
8. Students are again divided into small groups to discuss different perspectives from the tasks written on cards and exchange opinions and ideas about them. They are encouraged to take into account different points of view and find a common solution.
9. Each of the group presents their own opinion about tasks from More Than One Story cards and about the topic of refugees/migrants. .

Activity 3: Role-Play and Conflict Resolution (30 minutes):

10. Students are divided into small groups with each student having one card. By combining tasks from cards within the group, each group creates one role play. .
11. Students practice skills such as imagination, story- telling and creativity in order to start the story for the role play.
12. They are taught to listen to each other's ideas , suggestions and inspiration.
13. After the role-plays are done, solutions for refugee topic are sought to be found.

Conclusion (10 minutes):

14. In the end comments about More Than One Story cards are provided by students



15. Pre-activity and post-activity feelings and judgement about refugees/migrants are discussed and if there are any differences, they are discussed. .

6.3 Evaluation:

1. Students' participation is observed during the lesson..
2. The level of empathy and activism of students are evaluated.
3. Potential students' suggestions or critique are taken into account while empathy and activism are promoted.

Lesson Plan 10

- Relationship Skills / Effective communication

Lesson Plan 10: Relationship Skills / Effective communication

Lesson: Communication, Interaction

Topic: Relationship Skills / Effective communication

Grade: Elementary Level

Duration: 2 hours

1. Target Results:

Developing students' effective communication skills

Gains

Knows the communication elements.

Understands the importance of group dynamics.

Counts the names of groupmates

Understands the importance of communication and interaction

Examines communication problems.



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1.2. Social Product Outcomes:

Discovering existing relationships between people in the group

Communication takes the practice of communicating and receiving ideas quickly and clearly.

Collaboration takes the practice of working together to achieve a common goal

Support their ideas with concrete arguments

2. Materials Used:

3. Resources:

4. Learning Methods and Techniques

Creative Drama , Role Playing , Improvisation

Problem-Based Learning Method

5. Groups Considered to Have Been Formed During the Activity:

It can be determined according to the number of students in the class. (Recommended is groups of at least 4 people.)

Warm-up / Preparation

Activity 1:

The leader invites the participants to the circle. Introduces himself and the program. Participants walk freely in the venue accompanied by music. Instructed not to look at anyone while walking. When the music stops, he/she greets the person in front of him/her with a slight smile. He/she walks again and this time makes a thumbs up gesture to the person coming in front of him/her. They walk again and say their name by shaking hands with the person in front of them. He/she continues walking again. Greet with your feet.... and so on.

Activity 2: 'Name transfer'

The group forms a circle. Participants take turns looking at the person to their right, clapping their hands and saying their names. The activity continues until one lap to the right of the circle is completed. If someone turns left and clap their hand while the activity is going on, the activity continues to the left. The game is played like this for a while.

Activity 3: Rhythm Name Game

Participants form a circle. The leader spells out his name and adds movement. The group repeats. Continue until all participants say it.



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Etkinlik 5: “Ashura Workshop” and “Ashura with a Lawyer”

The group becomes a circle, the leader says, "I made an ashura, it has everything in it, there is no Tuğba." The person whose name is mentioned says "There is Tuğba, there is no Ayşe" and says the name of someone else from the group. The game continues until everyone's name is said. The game is played for the second time, in pairs. The leader says it's an ashura game with a lawyer. I made an ashura, it has everyone in it, When it is said that "there is no....", this time the name is said, the spouse says that person's name is there ... he/she does not exist. Those who say wrong, give voice, say e - i, breathe burn. The one who says the name of someone from the burning group also burns. The game continues in this way.

Interim Evaluation:

What is the difference between the first and the second form? Have you ever thought that in this way you can communicate with people through games?

Activity 6: “Freezing, Fire, or Stuck in Mud”

A volunteer midwife shows up. The midwife tries to touch the participants until the end of the game. The person touched will spread their legs and freeze. The only way that person can move again is to have someone pass between their legs. After a while, another midwife is included in the game. The game continues until the midwives freeze everyone.

Activity 6: The Parasite Game

The leader creates three separate groups of participants, 1-2-3. The 1st group stands in the middle while the other 2nd and 3rd groups stand at opposite ends of the space. The leader asks the 2nd group to form a sentence among themselves. While the 2nd group tries to convey the sentence they found to the 3rd group standing at the opposite end, the 1st group standing in the middle makes noise and tries to prevent the sentence from reaching the 3rd group. When the third group is sure that they fully understand the sentence, they transfer the sentence to the leader. The process continues with the displacement of the groups. The process ends when the entire group experiences the parasite role.

Activity 7:

Participants are divided into groups A and B. With the direction of the leader, group A takes the order of a single line in the place. Group B goes out of space. The leader says to group A, "I want you to tell the other group a short story or a short event that happened to you." As for group B standing outside the venue, "When you enter, take the line in front of the other group. The person you come across in the group will tell you a story that happened to them. You pretend to listen to him/her, but listen to what the person on his/her right is talking about." says. When the story of group A, which is



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unaware of the directive of group B, ends, the leader stops the process. The leader asks the participants in group B, in turn, what the other participant said. When the story in group A is confirmed by the owner, it is understood that the story does not belong to him/her, but to the person on the right. The process ends with all participants expressing their thoughts.

Interim Evaluation:

The leader asked the group, "How did you feel while telling your stories?" poses the question.

The leader asked the group, "When we associate the parasite game with communication, this game tells us what is needed?"

What communication is and communication items are written on paper cardboard and hung on the wall.

ANIMATION

1. EVENT: The leader divides the participants into groups of 4 people. Each group is dealt cards. He asks the groups to write 5 by considering the communication barriers and to choose one of them and portray them as a photo frame. After each reenactment, the group is asked what the obstacles they wrote on the paper are, and it is read.

Photo frame technique: It is called when the participants picture a situation or moment using their bodies, just like in a photograph.

2. EVENT: Students continue with the same groups. They are asked to prepare and present a short animation about the communication disability they identified in the previous activity. They are asked to include the communication barrier and solution proposal in the animation.

INTERIM Evaluation

The teacher briefly summarizes the communication elements and communication barriers with the students and writes them on the board. You can use concept map and brainstorming technique for this.

Developing Ideas and Identifying Needs for the Problem

Students are asked to write on a cardboard what barriers to effective communication are and why. For this, it is said that they can work as a group and do research on the internet.

Product development:



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Communication Items / Communication Barriers / Effective Communication Methods are distributed to 3 groups created. They are asked to design a poster and a slogan about these topics.

Sharing and Mirroring

Groups share their work with the class. The audience is encouraged to contribute and ask questions.

General evaluation

The group is evaluated in the circle.

Today I realized that

Today I realized that

Contact is



Lesson Plan 11

• I Understand Your Feelings and Thoughts

Lesson Plan 11: I Understand Your Feelings and Thoughts

LESSON PLAN: SOCIAL Emotional LEARNING

SUBJECT: Empathy Skill

Activity NAME: I Understand Your Feelings and Thoughts

Purpose/GOAL:

With this learning design, we aim to develop students' empathy and listening skills. Thanks to the drama method, we will increase the emotional awareness of the students and enable them to understand themselves and others, to empathize and to learn to listen actively. It includes a lesson plan for empathy and listening skills, which is one of the social affective learning areas.

Materials:

- Whiteboard and marker
- Creative drama materials (costumes, props, stage)
- Scenarios or examples of problems
- Music player
- Colored cardboards, pencils
- Emotion cards (Happiness, Sadness, Fear, Anger, Surprise, Disgust, etc.)
- Blank papers and colored pencils
- Role cards

Outcomes

1. Recognizes how empathy and listening skills are beneficial in areas such as personal relationships, communication in the workplace and leadership
2. Develops empathy skills
3. Willing to share feelings, thoughts and experiences
4. Understands that the most appropriate way to empathize is to listen effectively to the other person.

Preparation Warm Up Phase

Activity 1: "Exchange of Emotions"



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Participants are invited to the circle. Groups are formed from students by random selection method. (Small groups are recommended)

Emotion cards, which were prepared beforehand as much as the number of students, are distributed to each student. They sit in small groups and are allowed to share with their groupmates how they feel the emotion on their card and the reasons for this feeling.

Swap emotion cards: Now, each student will trade their emotion card with another student. Ask students to think about the emotion on the card they just received and imagine how they would feel about it.

Sharing with empathy: Each student will take turns expressing the emotion on the new emotion card they received and explain how they felt about that emotion. Group members will discuss what kind of situations or events they can think of to experience that emotion and try to understand each other.

Repetition of emotion exchange: Repeat this activity several times, allowing students to experience different emotions and share those emotions with others.

Interim Evaluation:

At the end of the game, give students time to discuss how they found the experience and how this activity has helped them understand the feelings of others.

NOTES TO THE TEACHER:

- It is important to make students feel emotionally comfortable during the activity. If any student feels uncomfortable, don't force them and provide a supportive environment.
- The variety of emotion cards can help students better develop their empathy skills. It can be helpful to add emotions that represent different cultural, social and life experiences. This activity can be a starting point for improving students' empathy skills. Understanding and sharing emotions in a fun way will contribute to the development of social relations of students and to be more sensitive individuals.

2. REVIEW:

Students are invited to the circle. It is divided into groups as small as the number of previously prepared role cards. The following role cards are dealt to each group. To encourage them to think and feel in these roles, they are painfully asked to prepare an animation based on their role cards. Students are given time to prepare. Then the group members try to understand the emotions of each character by playing roles with each other.

Interim Evaluation:

How did you feel watching the animations?

How would you behave if you were? You are encouraged to think about the topic by asking questions.

Example role card:

1. Role Card: Anxious Student Character: Ahmet Age: 14 Situation: There is a big math exam tomorrow. Emotion/Status: Ahmet is full of test anxiety and has trouble concentrating.



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2. 2. Role Card: Newly Moved Neighbor Character: Elif Age: 30 Status: Moved to a new city, does not know anyone. Emotion/Status: Elif feels lonely in a new environment and worries about making friends.
3. 3. Role Card: Dismissed Employee Character: Mehmet Age: 40 Status: He was dismissed from the company he worked for for a long time. Emotion/Status: Mehmet struggles with future anxiety and lack of self-confidence.
4. 4. Role Card: Animal Lover Volunteer Character: Ayşe Age: 25 Status: She volunteers at a shelter to help stray animals. Emotion/Situation: Ayşe empathizes with the plight of animals and cannot remain indifferent to their difficulties.
5. Role Card: Child's Sibling Character: Can Age: 10 Situation: Many changes are going on in the family due to his/her older brother's illness. Emotion/Status: Can feels jealousy, anxiety and responsibility because of his brother's illness.
6. Role Card: An Old Lady Character: Mrs. Fatma Age: 75 Status: She lives alone and needs help with physical activities. Emotion/Status: Mrs. Fatma struggles with the feeling of loneliness and addiction.
7. Role Card: Working with Intense Work Pace Character: Murat Age: 35 Status: He is under constant job stress, cannot spend enough time with his family. Emotion/Status: Murat has difficulty in establishing a work-family balance and feels tired.

INTERIM EVALUATION

At this stage, an in-depth briefing is given on the basic principles of empathy and listening. (by the teacher) Why empathy and listening are important is associated with human nature and the communication process. Participants are presented with examples to help them grasp the relationship between empathy and listening.

EVALUATION;

Students are asked to write a short story explaining why empathy is important in daily life.

The written stories are read to the whole class and a discussion is started on the importance of empathy in daily life based on the stories.



Lesson Plan12 • Communication in the Digital World

LESSON PLAN 12: Communication in the Digital World

Lesson: EFFECTIVE COMMUNICATION

Subject: Communication in the Digital World

Grade: Elementary Level

Duration: 2 hours

AIM; Most of the students' communication takes place online. Knowing how to understand and communicate an online message can help students avoid conflict. Use this activity to help students identify how the differences between face-to-face and online communication affect perception and explore how to avoid misinterpretation of online messages.

1. Target Results:

Developing students' effective communication skills online

Students explore the differences between online communication and face-to-face communication

Cognitive Process Outcomes:

Knows online communication tools.

Gains effective communication skills using online communication tools.

Results of the central discipline:

- 1- Develops the ability to communicate effectively in a digital environment.
- 2 – Knows the ways to give meaningful messages in online communication
- 3 - Understands the importance of communication and interaction
- 4 – Examines communication problems.

Social Product Outcomes:



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Communicate, practice communicating and receiving ideas quickly and clearly

Cooperation, the practice of working together to achieve a common goal

- Ability to share problem and solution-oriented ideas
- Ability to fulfill their duties and responsibilities
- Ability to defend their ideas

Students support their ideas with concrete arguments

- Presenting the product effectively
- Understanding the importance of cooperation and cooperation

2. Materials Used:

3. Resources:

4. Learning Methods and Techniques

Creative Drama , Role Playing , Improvisation

Problem-Based Learning Method

Technical; Brainstorming, collaborative work

5. Groups Considered to Have Been Formed During the Activity:

The class will be divided into 5 groups/pairs of 5 students each.

Implementation Phase

Preparation Phase

Warm-up / Preparation

ACTIVITY 1:

The leader invites the participants to the circle. Participants walk freely in the venue accompanied by music. Instructed not to look at anyone while walking. When the music stops, she/he greets the person in front of him/her with a slight smile. He/she walks again and this time makes a thumbs up gesture to the person coming in front of him/her. They walk again and say their name by shaking hands with the person in front of them. He/she continues walking again. Greet with your feet....etc.

ACTIVITY 2 :



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Students are asked which tools they use in online communication. The answers are created on the board in the form of a concept map.

ACTIVITY 3: Write a simple sentence that students can see, then read the sentence using different tones. For example, write "It was great" and read it in the following tones: neutral, excited, sarcastic, indecisive, etc.

Discuss with students how tone is missing when we send messages online so that the message can be misinterpreted. Discuss what other elements are missing when communication takes place online.

Have students suggest what they can add to the message to convey the meaning of the message in the absence of the sender's tone, facial expressions, and body language.

Working in pairs or small groups, have students come up with their own examples of messages that could be misinterpreted. Use phrases, abbreviations, punctuation, etc. to help the sender convey its true meaning. Encourage students to stick to positive messages. Invite students to share their examples.

Before jumping to conclusions about their meaning, discuss ways to handle online messages that might be misinterpreted. For example, students can check literal meaning with the sender, stop and think about things from the sender's perspective before assuming their meaning, etc.

Interim Evaluation:

What are the different and similar aspects of online communication and face-to-face communication?

6.2.1: Animation

1. EVENT:

Stage 1: Instructor leader divides students into groups of 4 each. Each group is given one of the following situations. And they are asked to make an animation according to the situation written in their hands. It is said that they should definitely not use emotions, gestures and facial expressions while animating.

1. Your mother said that there was food in the oven when you left the house and that you should turn off the oven after half an hour. You were immersed in the game with your friends and forgot to turn off the oven. You heard the smell coming from the kitchen for a while and you ran to the kitchen with your friends.
2. You watch TV at home with your siblings. You have one hour of television a day. But everyone wants to watch a different program. What would you do? Revive the moment of discussion



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3. You were a candidate for the 3rd class president election and you won. You celebrate with your friends who support you. At the time, one of the other candidates said you didn't deserve to win. Re-enact the event.
4. Your teacher gave you an assignment in the Science class that you need to work with in a group. One of your bandmates does not want to fulfill his duties and responsibilities no matter what you do. You gathered as a group and decided to talk to your friend. Revive the speaking moment.

Stage 2; Students are asked to re-enact the above situations using their emotions, gestures and facial expressions in the second stage.

Interim Evaluation: What are the differences between the two animations? Large group discussion by asking questions

Step 3: Each group writes an e-mail on the same situations to report and solve the online problem. What has been written is discussed with the whole group and it is discussed whether the message he wants to give is conveyed correctly.

6.3. Getting information (leading questions)

The teacher briefly summarizes the online communication tools and what they are used for.

Participants are asked the following questions:

Which online tool do you use the most?

What do you pay attention to when using online tools?

6.4. Developing Ideas and Identifying Needs for the Problem

What problems may we encounter when using online tools?

6.5. Product development:

As a group, prepare a presentation that introduces an online tool of your choice. Please indicate at least three items about what we should pay attention to when using these tools in your presentation.

Sharing and Mirroring

Groups share their work with the class. The audience is encouraged to contribute and ask questions.

Evaluation

With your group, create a concept map of online tools that includes what you learned during this lesson.



Lesson Plan 13

• How to Become an Effective Leader?

Lesson Plan 13: How to Become an Effective Leader?

LESSON : SOCIAL Emotional LEARNING

Topic: How to Become an Effective Leader?

Group: Primary

Duration: 60 minutes

Method/Techniques: Role playing Improvisation, still image, writing in a role

Tools – Tools: An empty classroom, music player

Achievements:

*Knows the qualities a good leader should have

*Recognizes that leaders should have effective communication skills.

PROCESS:

A. PREPARATION / Warm-up

Activity 1: Mirror

Participants walk freely and match the nearest one with the stop command. One of the spouses decides to be A and one to be B. A's mirror B's assume the role of the person in front of the mirror. The work continues with the musical accompaniment. Spouses change roles.

Activity 1: Freeze / Continue

The leader tells them to walk freely in the group. With the leader's directive, the group is dispersed to the place at an equal distance from each other. When the leader says "continue", the participants walk. When the leader says "Freeze", he tries to stop at the



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same time. After continuing for a while, the participants are divided into two groups. They are asked to try to walk and stand at the same time without instructions.

Interim Evaluation:

What kind of strategy did you set while doing the activity without a directive?

Who took the initiative?

Have you identified a leader?

Did the leader emerge spontaneously?

Is "taking responsibility for the group" is in one of the characteristics of a leader?

What other personality traits should a leader have?

Activity 3: Follow the Palm

Participants walk freely and become with the closest person with the stop command of the leader. The spouses decide to be A and B between them. A holds open palms facing Bs at eye level of Bs. Bs have to follow A's without losing eye contact with A's palms. A's walk either where they are or in the space. The B's follow them. They should move slowly. (A slow music can be played) After a while, the A's and B's change roles and the activity continues.

Interim Evaluation;

What did you think and how did you feel when you were A?

What did you think and how did you feel when you were B?

Who was responsible?

Which role did you find the most difficult?

Who was the leader (directing / managing)?

Activity 4; Follow Your Leader

The leader invites the participants to the circle. He/she keeps a rhythm in the circle by clapping his/her hands and the whole group makes this movement at the same time. The leader makes changes several times and the group follows the leader, making the same movement and rhythm. Other volunteer leaders are selected from the group and the game continues in this way.



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Activity 5: Find the Hidden Leader

Participants are invited to the circle. A volunteer midwife is selected in the circle and taken out. The midwife is taken in. He/she goes to the middle of the circle and tries to find the hidden leader. Only 3 guesses are allowed

Interim Evaluation;

How did you feel when you were a leader?

Did you find it difficult to follow the leader? Etc.

(You can vary the questions)

B. ANIMATION:

Activity 6: Participants are invited to the circle. The features that have been prepared beforehand and that a leader should have are written on papers equal to the number of participants and given to the participants without showing them to the others. Participants walk around the venue without showing the papers written in their hands. They are asked to make a still image suitable for the feature written in their hands. And they determine a sentence about this feature. The leader is thawed by saying the sentence of the person touched by the leader when all participants are frozen.

(You determine the features that will be written on the papers) (Determine a leader, for example (Atatürk) Choose photos about him, a memory / or a section of his life so that they are not too long. Or there may be photos about him.)

Activity7:

Participants are invited to the circle. Participants are divided into 5 groups. The selected photos are given to each group in a different way. Each group prepares three still images of the picture in their hands. Participants are given 5 minutes to prepare. Other participants guess who or what the action is from these dull images.

Activity 8:

The trainer reads a section from the life of the leader or an important event to the participants in the circle.

Participants are divided into 5 groups. Based on this memory, he/she prepares an animation using the role-playing and improvisation technique. Participants are given 5 minutes to prepare. The animation of each group is watched in turn.

Group: A memory before this event happened



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Group 1: The moment of the moment

Group 2: A memory after memory

Group 3: The media's reaction to this issue

Group 4: What was the public's reaction?

C. ASSESSMENT;

Activity 9;

Participants are invited to the circle. (The leader you choose) Or you have the opportunity to write a letter. What would you say to him/her? What would you ask? They are told to write a letter in which you will express your feelings and thoughts. After it is finished, the volunteer participants read it to the whole group.

Activity 10;

Participants are divided into 4 groups. They are asked to prepare a promotional poster about the qualities that a good leader should have.

Activity 11: Participants are divided into groups of 4. Considering the qualities that a good leader should have, they are asked to prepare a short promotional (advertisement) film by using role-playing improvisation techniques. Prepared animations are followed sequentially.

NOTES to the teacher:

- Remind students to wear comfortable clothes because they will be using their bodies.
- If necessary, you can create atmosphere using music.
- Encourage students to collaborate in group work and get everyone to share their ideas.



Lesson Plan 14

• Communication with Body Language

Lesson Plan 14: I COMMUNICATE EFFECTIVELY

Subject: Communication with Body Language

GROUP: Primary level

METHOD: Creative Drama

Technique: Role playing, improvisation

Course Objectives: This lesson plan aims to enable students to discover the connection between body language and communication. Students will experience how to use body language, learn to express their emotions using their bodies, and understand how communication can be effected through body language.

Achievements:

- *Recognizes the importance of body language in effective communication
- *Works collaboratively with the group.
- *Recognizes that body language is as important in communication as words.
- * Be willing to use body language effectively.

Lesson Duration: 60 minutes

Materials:

- An empty classroom or drama space
- Audio system (optional)
- Blackboard or whiteboard
- Colored crayons or pencils

PROCESS;

1. Activity

- Discuss with students what body language is and its role in communication.
- Show by giving examples how body language can express different emotions.
- Invite your students to the circle. Ask them to describe any work they do in daily life using only their bodies. The student who is ready comes to the middle of the circle and does the body movement. Other students try to guess what the job was. Remind them that they should not use any words, only gestures and body movements.

2. Activity "Mirror, Mirror" (10 minutes):

- Divide students into pairs or small groups.
- Assign a leader to each group.
- Leaders will be a "mirror" to imitate their actions.
- Students should use body language when reflecting their leader's actions.
- Have each group leader change their role so that each student has a leadership experience.

Theater of Emotion (15 minutes):



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- Place students in the classroom to form a circle.
- Give each student an emotion (joy, fear, anger, excitement, sadness, etc.).
- In turn, each student will step into the center of their circle and express the stated emotion with body language.
- Other students will try to guess the emotion and share their guesses.
- Discuss how students express different emotions through body language.

Body Language Scene (20 minutes):

- Divide students into pairs or small groups.
- Give each group a specific communication scenario (eg a disagreement, a greeting, an apology, etc.).
- Students should play their scenarios with body language and communicate only through their bodies.
- Each group will present their performance and share feedback with other students.
- After the performances, discuss the impact and difficulties of body language in communication.

Example scenarios:

1. You started watching TV at home with your brother. Your brother wants to watch a movie and you want to watch a documentary. You could not agree on this. Start with the sentence "No, I turned on the TV first".
2. You have moved to a new house. The house has three bedrooms. Two side is to the street and one side to the sea. You want the room facing the sea. However, you cannot convince your brother. Try to persuade him.
3. You are a salesperson at a workplace. You are trying to sell the blue pants to the customer. But he insists on the brown pants. You are trying to persuade the customer.
4. Your new trousers are too long for you. You gave it to the tailor to shorten it. When you went to get them, you noticed that one leg of the trousers was cut shorter than the other.

Summary and Discussion (10 minutes):

- Make a summary with students about the experiences made during the lesson.
- Have students share their importance and impact in communication using body language.
- Get students to think about how they can use body language with greater awareness in their daily lives.

Final Evaluation (5 minutes):

- Give students a piece of paper and a pen.
- Ask students to write down the most important points they learned or experienced during the lesson.
- Voluntarily have some students share their writings.

NOTES to the teacher:

- Remind students to wear comfortable clothes because they will be using their bodies.
- If necessary, you can create atmosphere using music.
- Encourage students to collaborate in group work and get every



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Lesson Plan15

• Communication, Interaction

LESSON PLAN 15: COMMUNICATION, INTERACTION

Lesson: Communication, Interaction

Topic: Self-Knowledge SELF-management . self awareness

Grade: Primary School Level

Duration: 2 hours

1. Target Results:

To enable participants to get to know themselves.

Achievements

Counts the positive and negative features.

Becomes aware of the subjects in which he is successful.

Improvises with confidence.

1.2. Social Product Outcomes:

Exploring existing relationships between people in the group

Communication in the group develops at a high level

Collaboration requires the practice of working together to achieve a common goal

2. Materials Used: Scissors, pencils, mask papers

3. Sources:

4. Learning Methods and Techniques

Creative Drama, Role Playing, Improvisation

Problem Based Learning Method

5. Groups thought to have formed during the event:

It can be determined by the number of students in the class. (Groups of at least 4 people are recommended.)İsinma / Hazırlık

The leader tells the participants to move freely. As soon as he/she gives the command, they match as triangles and squares. First, the triangles introduce themselves only with movements, without speaking. And in the squares, they imitate the triangles through pantomime. Then, the leader commands the squares to introduce themselves and tells the triangles to imitate them with pantomime.

Activity 1: Birdcage game

The leader makes the participants play the game "Bird Cage". He/she gives the numbers 1-2-3 to the participants and tells them that the numbers 1 and 3 will hold hands and become a cage, and the numbers 2 will become birds. One person remains outside as an it. 2s stand in the cage and explain the areas in which they see themselves successful. When the leader gives the command, the birds try to get into a new cage as soon as possible and the last person left becomes the it again. Birds will not be able to enter the same cage. After this work continues for a while, the numbers are matched again so that different people become birds and cages. The activity ends after all participants become birds and tell about the places they consider successful.



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Interim Evaluation:

At this stage, participants realize their own strengths and the strengths of their friends. It is very important that participants feel comfortable and safe. They discuss how the activity went so far and what it brought.

Improvisation

Participants are divided into 4 groups. The leader asks the participants to improvise something that reflects the strengths they see in themselves. Groups are given 5-6 minutes. If the participants have difficulty, the leading groups can be given ideas on the subject. After each group performs the role-play, opinions are exchanged with the larger group..

Activity 2:

The leader gives A4 papers with the middle cut out and shaped like a mask to all participants. This mask has numbers 5 around it and the leader asks participants to write down their goals according to the following

Number. 1: Success that he considers important

Number 2: One positive feature

Number 3: One negative feature

Number 4: Future goal

Number 5: What he/she wants to tell others about himself/herself

After writing these, participants walk around holding masks and read each other's papers.

Evaluation:

The leader who asks the question "Have we realized what our strengths are?" asks all participants to answer and briefly explain what happened. At this stage, participants develop their self-awareness as they reach a higher level of empathy and listening skills. They became aware of their own emotions as individuals.

Lesson Plan 16

• Create Your Own Timeline

LESSON PLAN 16: CREATE YOUR OWN TIMELINE

TOPIC: Self Management

Event NAME: Create Your Own Timeline

Purpose/OBJECTIVE:

- To explain to students how to manage time better and to develop their skills in creating a daily routine.

Age range: 8-11

Location: Classroom



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Duration:80 minutes

Achievements

- Participants become aware of their feelings and thoughts.
- Improves participants' sense of self-confidence and self-efficacy.
- The individual's self-confidence improves.
- Having self-awareness skills improves an individual's social emotional skills.
- Improves self-management skills.

Materials:

a big sheet of paper

Colored pencils or paint

Hour signs (such as 12, 3, 6, 9)

Glue

Pictures cut from magazines (representing events)

METHOD-Technique: Creative Drama, role playing, Pomodoro Technique, Time Management, Workflow Management, Feedback

Preparation Warm-up Phase

Participants are briefly explained what self-management is and why it is important. How they can use time better in their daily lives is discussed by giving examples.

Activity 1: "Create Your Own Timeline"

- Participants are given a large sheet of paper and asked to draw a clock face on it.
- They are asked to color the clock face using colored pencils or paint.
- Add hour markers (such as 12, 3, 6, 9).
- Participants are asked to think about their daily routine. They are asked to indicate what time they woke up, activities such as going to school, playing games, eating, and studying.
- Have them find pictures cut from the magazine that represent each activity and paste them on the relevant parts of the clock.
- Participants are encouraged to think about how they can use their time more effectively. When can they spare time to play more games? Which hours should they choose to study better?
- Participants are given time to observe and provide feedback on the timeline they have created, either in class or at home. Bu etkinlik, katılımcılara zaman yönetimi ve öz yönetim becerilerini eğlenceli bir şekilde öğrenmelerine yardımcı olur.

Activity 2:

Activity Name: "Managing My Emotions"

Purpose: To enable participants to develop emotional awareness and self-management skills.

- Materials:
- Paper
- Colored pencils or paint
- emotion cards
- Pictures cut from magazines (representing events)



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Event Description:

Inner Circle and Outer Circle Drawing: Give participants a piece of paper and pencils. In the inner circle, they may list emotions they frequently feel in their daily lives (e.g., happiness, anger, sadness). In the outer circle, they are asked to write strategies on how to manage these emotions.

Emotion Recognition Game: Participants are shown emotion cards representing different emotions. They are asked to correctly identify which emotion matches which expression or picture. By discussing the correct answers, they are helped to understand how emotions are expressed.

Keeping an Emotion Diary: Participants are given the task of keeping a diary in which they can write down their emotions daily and how they try to manage these emotions. Progress is tracked by reviewing these logs weekly.

Emotion Management Roles: Create role-play scenarios that portray different emotional states. Participants are asked to think about how they would react and manage their emotions in each scenario.

Strategy Sharing: Participants are encouraged to share information about self-management strategies. Each participant is allowed to share with the group the self-management strategy they find most effective, allowing them to learn from different perspectives.

These activities help participants increase their emotional awareness and manage their emotions in a healthier way.

Interim Evaluation:

At the end of the activities, students are given time to discuss how they found the experience, time management, and how helpful this activity was in understanding others' emotions.

NOTES TO THE TEACHER:

- It is important to ensure that students feel emotionally comfortable during the activity. If any students feel uncomfortable, do not push them and provide a supportive environment.
- These activities can be a starting point for participants to improve their emotional awareness and self-management skills. It can be helpful to add emotions that represent different cultural, social, and life experiences. Understanding and sharing emotions in a fun way will help students improve their social relationships and become more sensitive individuals.

2. ANIMATION:

Participants are invited to the circle. Participants are divided into small groups equal to the number of role-play scenarios prepared in advance. The following role-play scenarios are distributed to each group. In order to encourage them to think and feel in these roles, they are asked to prepare an animation based on role-play scenarios. Participants are given time to prepare. Group members then role play with each other, trying to understand each character's feelings. Reenactments are watched.



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Interim Evaluation:

How did you feel while watching the reenactments?

How would you act if it were you? You are encouraged to think about the subject by asking questions such as:

Sample role scenarios:

- Scenario: Exciting Moment: Can (age 9) was going to take the stage for the school's end-of-year event. His hands were shaking with the excitement of going on stage, and he wanted to rehearse constantly. .
- Scenario: Scary Moment: Murat (10 years old) was very scared when he heard that he would receive his exam results in class. He was worried about what would happen if he got a bad grade on the exam.
- Scenario: Disappointment: Deniz (age 9) was disappointed when he did not receive the toy he expected as a gift on his birthday. His eyes started to water and he started to look down.

INTERMEDIATE EVALUATION: At this stage, in-depth information is provided on the basic principles of emotion recognition and emotion management. (Teacher) Discusses why recognizing emotions and managing emotions are important, human nature and their behaviors when communicating. Participants are presented with examples to help them understand the relationship between recognizing emotions and managing emotions. Participants are asked to give examples from their immediate surroundings.

EVALUATION;

Participants were asked: Why is self-management important in our lives? After the answers are received, the participants are asked to write a short story explaining why self-management is important in daily life.

The written stories are read to the whole class and the importance of self-management in daily life is discussed based on the stories.



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Lesson Plan 17

- Relationship skills,
Effective communication

LESSON PLAN 17: RELATIONSHIP SKILLS, EFFECTIVE COMMUNICATION

Lesson: Communication, Interaction

Topic: Relationship skills, Effective communication

Grade: Primary School Level

Duration: 2 hours

1.1. Target Results:

Provide effective communication skills

Achievements

Knows communication elements and uses them correctly.

Recognizes the importance of observing body language in communication.

Learns effective communication elements.

1.2.Social Product Outputs:

Knowing the expressions used in communication and gaining practice in using them.

Ability to collaborate to practice working together.

Developing language skills through improvisation.

2. Materials Used: Round cut cardboard (one less than the number of students), bag, cards with communication elements, blank paper, pencil.

3. Sources: Students, teacher

4. Learning Methods and Techniques



Creative Drama, Role Playing, Improvisation

Problem Based Learning Method

5. Groups thought to have formed during the event:

It can be determined by the number of students in the class.

Activity 1:

WARM-UP/PREPARATION

The group is asked to walk in the classroom environment. The group leader can use music if he/she wishes during this process. While the children move freely in the classroom, they are asked to follow the instructions given below by the group leader.

Walk slowly and freely.

Walk quickly.

Walk while looking at the ground.

Walk looking at the weather.

Walk without looking at the person in front of you.

Walk with your head up.

Now stop and shake hands with the person closest to you, looking at the ground, without looking at their face.

Now walk around the area again, stop and shake hands with the person closest to you while looking at the sky.

Now walk around the area again, stop and shake hands with the person closest to you, looking behind you.

Now walk around the area again, stop, look into the eyes of the person closest to you, shake hands with a smile.

Activity 2:

DETECTIVE GAME (COMMUNICATION-ACTIVE LISTENING)

A student is selected from the group to take on the role of detective. The detective is removed from the group environment. A student is selected from the group. The detective is put back into the group environment. An explanation is made and the group members are asked to try to find out who the one chosen by the group is by asking questions. You are given three questions and three guesses.



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For example; 'Is the it's hair black? Is the it short? Questions such as "Is the it male?" etc. may be asked. Group members will only answer yes or no to the questions asked.

Feedback: "What kind of benefits does observing the other person's body language provide you?" The question " " is asked to the group, after the group sharing is received and the benefits of careful listening and eye contact are explained to the group by the group leader.

Activity 3:

WHERE DOES THE WIND BLOW FROM?

One person becomes a it. Cardboard circles are prepared on the floor equal to the number of people in the group, excluding the it. Each member, except the it, stands on the circle. An equal number of communication expressions are written on the cardboard circles and the student is asked to hold them so that they can see them and stand on them. Then, the it draws a card from the bag with communication elements written in it and reads it. For example; Like "The wind blows for those who make eye contact with the other person while talking." The people in the circle who make eye contact with the other person change places, the others stand on the circle. The person left idle becomes the it and the game continues in this way until the cards in the bag run out. While finishing the activity, the group leader says the last sentence and says, "The wind blows for those who love themselves." With this instruction, the last change of place within the group is made and the activity is completed. (The communication elements to be written in the box inside the bag are presented additionally during the session evaluation process.)

Activity 4:

IMPROVISATION: TALK TO ME

Four groups are created. They are asked to make the following improvisations.

Group: In the first stage, they communicate in the playground and decide which game they will play. At this stage, an attempt is made to communicate without making eye contact. In the second stage, improvisation is continued by establishing eye contact and communicating.

Group: In the first stage, the student who wants to present the project he prepared to his classmates and presents the improvisation portraying a group of students who do not listen to him and are busy with different things. The second stage presents an improvisation that portrays a group that listens carefully to the student who wants to present the project he has prepared to his classmates, and shows him that he is listening by nodding his head.

Group: Children who are tired of their friends always wanting to play the same game with a group, tell their friends this by using body language in a rejecting language. In the second stage, improvisation is made in which children who are bored of their friends constantly wanting to play the same game with the group, explain this to their friends in an understanding manner, using body language.



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Group: A group of students make a presentation in class as part of their project work. A spokesperson is selected from the team and makes a presentation. In the first stage, when classmates find the work performance inadequate, all members of the project team express criticism to each other with an accusatory language (you language). In the second stage, they express their criticism by using a positive and self-critical language (I language) against the same situation.

INTERMEDIATE EVALUATION:

Children are asked to write, in their own words, the experiences that affected them during improvisation in the form of a letter to a favorite friend, and volunteers are asked to share their letter with the group.

EVALUATION:

What was done during the activity is remembered and children are allowed to share their feelings and thoughts about the activity.

The focus is on the things they experience when they have difficulty expressing themselves.

APPENDIX 1: WHERE DOES THE WIND BLOW?

Communication elements to be written on the cards in the bag:

The wind blows for those who make eye contact while talking.

The wind blows for those who easily say no when the other person asks them to do something they don't want.

The wind blows for those who reflect their feelings to the other person through body language while speaking.

The wind blows for those who listen carefully while the other person speaks.



Lesson Plan 18

• I Understand Your Feelings and Thoughts

LESSON PLAN 18: I UNDERSTAND YOUR FEELINGS AND THOUGHTS

SUBJECT: CONTACT

Activity NAME: I Understand Your Feelings and Thoughts

Purpose/OBJECTIVE:

We aim to learn to feel different emotions in the same situations, to empathize, and to support teamwork.

Age range: 8-11

Location: Classroom

Duration: 80 minutes

Materials:

An object large enough to fit in your palm for electric play

upbeat music

Music player

drawing paper

Pen

Achievements

Participants listen to each other carefully

Uses participants' empathy skills

Participants understand what each other is feeling.

Understands that being able to empathize means listening effectively to the other person.

METHOD-Technique: Creative Drama, role playing improvisation

Preparation Warm-up Phase

Activity 1: "DO WHAT I DO



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Participants are invited to the circle. Participants line up behind the leader in a single row. The leader walks with exaggerated movements by jumping, turning, crawling and moving his hands along with the music. The child in the first row starts to act as the leader, the others continue to follow him. Once everyone becomes a leader The game is terminated.

Activity 2: "ELECTRICITY GAME"

Participants are divided into two groups. The number of people in the groups must be equal. They form two rows back to back. Starting from the front in the entire row, he holds his friend's right hand with his left hand. In this way, all participants establish an electrical network with each other. The last participant turns his back to the group and holds his friend's hand.

A person holding an object stands at the back of the row. The people at the back of the row face the person holding the object. As soon as these people see the object, they shake the hand of the person behind them. They give a signal. As all participants in the row shake their friend's hand, they send the signal to their friend at the front. The ball is placed in the middle of the participants at the front of the two rows. The first group to get the signal is given a plus point. The one who shows the object behind can make a joke and show their empty hand. The score is deducted from those who get the wrong signal.

Interim Evaluation:

At the end of the game, students are allowed to discuss how they found the experience and the importance of following up and communicating with each other to share their experiences with each other's feelings at the time.

NOTES TO THE TEACHER:

It is important to ensure that students feel emotionally comfortable during the activity. If any students feel uncomfortable, do not push them and provide a supportive environment.

A variety of emotion cards can help students better develop empathy skills. It can be helpful to add emotions that represent different cultural, social, and life experiences. This activity can be a starting point for developing students' empathy skills. Understanding and sharing emotions in a fun way will help students improve their social relationships and become more sensitive individuals.

2. IMPROVISATION

Participants are invited to the circle. Pre-prepared role cards are distributed to the groups. Three groups are formed. The following role cards are distributed to each group. In order to encourage them to think and feel in these roles, they are asked to prepare an animation based on the role cards. Students are given time to prepare. Group



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members then role play with each other, trying to understand each character's feelings. Reenactments are watched.

Interim Evaluation:

How did you feel while watching the reenactments?

How would you act if it were you? The students are encouraged to think about the subject by asking such questions.

Sample role card:

Group 1: A GROUP OF STUDENTS WAITING IN A TURN IN THE CANTEEN (role cards)

Person 1-A is quite impatient, thinks that it will never be his turn, and is quite angry.

2- Person B waits very calmly for his turn and asks his very hungry friends to get ahead.

3- Person C sarcastically makes fun of his fat friend in the row and takes his turn.

Group 2: The group that examines the list of players on the volleyball team in the gym.

1- Person A sees that he has been removed from the team. This comes as a big surprise to him because he is a better player than his friends. He tries not to show his sadness.

2- Person B has been selected for the team. He is very excited. He tries hard not to show this to his friends.

3- He was not selected for the team and he holds his other friend responsible for this. He shouts with anger and does not look for the reason why he was not selected.

Group 3: Children whose parents work

1- Person A is a happy child who accepts that his parents need to work to meet the needs of their home and behaves calmly.

2- Person B is the child who constantly asks for something from his parents when they come home.

3- Person C was actually the child who felt very sad because he could not see his parents, but he did not show it and always remained silent.

INTERMEDIATE EVALUATION

At this stage, information is given on the basic principles of empathy and listening. (by the teacher) Why empathy and listening are important is discussed on human nature and their behaviors when communicating. Participants are presented with examples to help them understand the relationship between empathy and listening. They are asked to give examples of their empathy and communication situations based on similar events they experienced in their close circle.



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EVALUATION;

What kind of world do we want for all participants? The question is asked: How do you communicate with people in your daily life and how do you feel, both positive and negative, about the events they experience and the events you experience?

Considering all these, they are asked to draw pictures on their drawing papers depicting empathy, listening to each other and communication with each other, and all the pictures are exhibited and the subject is discussed together.

Lesson Plan 19

• I KNOW MY RESPONSIBILITIES

LESSON PLAN 19: I KNOW MY RESPONSIBILITIES

TOPIC: RESPONSIBLE DECISION MAKING

EVENT NAME: I KNOW MY RESPONSIBILITIES

PURPOSE/OBJECTIVE:

We aim to learn to be individuals who can make their own decisions, make choices, fulfill their duties, be aware of their own behavior and respect the rights of others.

Age Range: 8-11

Venue: Classroom

Duration: 80 minutes

Materials:

- Colored cardboard or papers
- Colored pencils or paints
- cutting scissors
- Glue or tape
- A suitable area for the event venue



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Achievements:

Participants become aware of their responsibilities.

Participants fulfill their responsibilities.

Participants gain self-evaluation skills.

Participants' problem-solving skills improve.

METHOD-TECHNIQUE: Creative drama, role playing improvisation, brainstorming

PREPARATION WARM-UP PHASE

Activity 1: "RESPONSIBILITY CARDS"

-Participants are invited to the circle. A large sheet of paper lists examples of responsibilities with the participants. (e.g. tidying their room, doing their homework on time, protecting their books).

-Each participant is given a colored cardboard or paper.

-Participants are asked to prepare responsibility cards, one each. Each card should contain a responsibility task.

-Participants are asked to decorate the cards they receive with colored pencils or paints.

-Participants are encouraged to show the cards they have prepared to their friends by circulating them around the classroom and exchanging cards. Thus, they can have the opportunity to experience different responsibility duties.

-After the event, participants are asked how they found the responsibility cards and which tasks they would like to try.

-Participants are encouraged to share their experiences and thoughts, and the game ends when everyone shares their thoughts.

Activity 2: RESPONSIBILITY FOLLOW-UP ADVENTURE

-Responsibility cards are prepared by cutting colored cardboards or papers. Each card should include a responsibility task (e.g. tidy the library, do your homework, organize your bag, help a friend, etc.).

-A visual appeal is created by using pictures on the cards.

-Starting and finishing points for participants are determined on the playing field. "Responsibility Stops" are created to be distributed in between.



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- Each player starts from the starting point and progresses by taking turns rolling the dice.
- After rolling the dice, the player takes as many steps as he can and stops when he/she reaches the "Responsibility Stops" in front of him.
- The player chooses a responsibility card that corresponds to the "Responsibility Station" where they are standing. If he/she reads the card and fulfills his/her responsibility, he/she continues his/her game; if he/she does not, he/she must wait one turn.
- The game ends when players reach the end point or a certain number of rounds are completed.
- The player or players with the most responsibility at the end of the game wins.
- If all players complete the tasks an equal number of times, the game is considered won together.

INTERMEDIATE EVALUATION:

At the end of the game, the importance of fulfilling the responsibility can be emphasized by having the students share the responsibility points they earned or the tasks they completed.

NOTES TO THE TEACHER:

-During the activity, attention is paid to students determining their responsibilities according to their characters. A supportive environment should be prepared for every student.

- This game is an interactive activity that will allow children to have fun and experience fulfilling their responsibilities. By making learning fun, play can help children reinforce their sense of responsibility.

2. IMPROVISATION

- Participants are divided into an equal number of teams.
- Each team is given a responsibility scenario.

—Our Responsibilities Towards Things

Scenario 1: Park Adventure

Yalın was a primary school student and always carried his red car, one of his favorite toys, with him. One day, on his way back from school, he took his car to play in the park. While he was playing, he suddenly left his car aside and started playing another game.



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However, when the game was over, Yalın could not find his car. He searched the park thoroughly, but his car had disappeared. Yalın was very upset because his car was one of his favorite toys.

The next day, on the way to school, a child was playing with Yalın's car near the park. Yalın was happy when he saw his car, but he did not immediately go to the child and ask for it. Instead, he told his teacher about the situation.

The teacher went to the child with Yalın and spoke gently. The boy said he found the car and wanted to play. Yalın explained that his car is one of his favorite toys and that he protects it carefully.

The boy apologized and gave the car back to Yalın. Yalın thanked the child and took his car to school. That day, Yalın learned how important it is to take better care of his belongings and be respectful when sharing them.
—Our Responsibilities Towards Others

Scenario 2: Deniz Helping His Brother

Deniz was a child going to primary school. One day, when he returned home from school, he found out that he and his mother had a newborn sibling. Deniz was very excited, but at the same time he was thinking about how he could help his brother.

A few days later, while her mother was busy with her baby brother, Deniz asked, "I wonder how I can help my mother?" he thought. He realized that he could calm his brother when he cried. Deniz immediately approached her mother and said, "Mom, when my brother cries, I can sing him a lullaby!" said.

His mother laughed and thanked Deniz. From that day on, Deniz went to her brother every time he cried and started singing him a soft lullaby. When his brother heard Deniz's lullabies, he calmed down and started smiling.

One day, her mother said, "Deniz, you are helping your brother so well. Taking care of him is a great responsibility for you and this is very valuable." Deniz smiled proudly. From that day on, helping his brother became not only a duty but also a joy for him.

—Our Responsibilities Towards Ourselves



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Scenario 3: Beril's Healthy Breakfast

Beril was an energetic girl who went to primary school. When she woke up one morning, she felt tired. His mother approached him with a smile and said, "Maybe it's time to have a healthy breakfast."

Beril's family went to the kitchen with her and helped them prepare a breakfast filled with a variety of healthy foods. Breakfast included fruit, milk, oatmeal and cheese. Beril took some of each and put it on her plate.

Her mother laughed and said, "Look, Beril, you take care of your body by eating healthy foods. This is your responsibility. Eating healthy helps increase your energy."

Beril really started to feel better after eating her breakfast. She was able to prepare energetically and happily before going to school. She now knew that it was her responsibility to eat healthy food every morning.

—Our Responsibilities Towards Society

Scenario 4: Spring Heroes

One spring day, two best friends named Duru and Can lived in a small town. The town was a beautiful place, surrounded by flowers. One day at school, their teacher told them that every child should undertake a task to make the town even more beautiful.

Duru and Can immediately started to think. Duru: "Maybe we should take care of the flowers in the park!" said. Can agreed with him and said, "Yes, we help the environment and our town looks more colorful!" he added.

The friends immediately went to the park and started taking care of the town's flowers. Uncle gardener showed them how to water and take care of the flowers. Duru and Can regularly watered the flowers and cleaned the faded leaves.

After a few weeks, the flowers in the park started to look more vibrant and colorful. Thanks to Duru and Can's efforts, the park has become a more beautiful place. Other children joined them when they saw this beauty.

The townspeople appreciated the children's efforts and thanked them. Duru and Can learned how to create beauty not only with flowers, but also by fulfilling their responsibilities towards society.

—Our Responsibilities Regarding the School

Scenario 5: Little Guardians of Our School



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At Atatürk Primary School, there were best friends named İdil, Duru and Artun. They loved their school because it was the center of both learning and fun. One day, a meeting was held in their school.

At the meeting, their teachers said that every student should help to make the school more beautiful and cleaner. "We too can be the little guardians of our school!" said Artun. His friends joined him.

All three of them came together after the meeting and thought about what they could do. Finally, they decided to bring trash bags to school every morning and pick up the trash around the school. They wanted to be an example to their other friends.

One day, while walking around the school garden, they noticed that the flowers in the garden needed care. They immediately got permission from their teachers and formed a "Flower Care Group". They taught their friends how to water and care for the flowers.

Soon, the school garden became more colorful and lively. Students making efforts to keep their classrooms clean also increased. School corridors looked cleaner and classrooms looked tidier.

İdil, Duru and Artun showed how valuable it is to fulfill their responsibilities not only to their schools, but also to their environment and society. As little guardians of our school, they learned how everyone could work together to create a more beautiful environment.

- Teams are given time to prepare a short scene in which they will act out the scenario.
- Each team makes stage and costume preparations.
- Students are encouraged to enrich their scenarios and display behaviors appropriate to their characters.
- Each team takes turns acting out the responsibility scenario they have determined.

INTERMEDIATE EVALUATION:

- After each stage performance, students are allowed to share how they felt about their performance and what they learned.
- Questions are asked that encourage students to understand different scenarios and characters.

By summarizing the activity, we briefly focus on the effects of taking responsibility on our lives. Participants are informed that they have the opportunity to understand different aspects of responsibility and characters thanks to the role-plays. It is



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emphasized how instructive and entertaining the experiences shared by the participants were.

This activity enables participants to creatively enact responsibilities and look at them from different perspectives.

EVALUATION:

What would our daily lives be like if there were no responsibilities for the participants?

How do you feel when we fulfill or fail to fulfill our responsibilities? Questions are asked.

All participants are rested and the event ends this way.