

# INTELLECTUAL OUTPUT NO 01 PEDAGOGICAL KIT/MODEL GUIDELINES FOR ELABORATION PART 2 – PRACTICAL TOOLKIT WSBINOZ

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## A. HOW TO WORK WITH PUPILS

	Activity	Planning skills	Motivation to act (e.x. learning)	Organisational skills	Ability to relax and rest	Coping with stress	Effective learning	Creativity and creative thinking	Independent and critical thinking	Changing habits of thinking, changing beliefs	Emotional intelligence, empathy	Entrepreneurship	Assertiveness	Conflicts management	Interpersonal communication	Teamwork	Personal culture	Age group	Institution responsible for developing the activity sheet
1	My favorite flower				x	x					x							6-7	WSBINOZ
2	Desert island							x				x			x	x		8-9	WSBINOZ
3	Thermometer of feelings									x	x			x					

### TITLE: MY FAVOURITE FLOWER

#### OBJECTIVES:

**SUGGESTED AGE GROUP:** pupils age 6-7 years old

Thanks to the implementation of the exercise, pupils:

1. learn the ways and techniques of relaxation;
2. develop the skills of relaxation and rest;
3. develop self-awareness of their own emotions and feelings (emotional intelligence);
4. acquire a new ability to cope with stress.

#### WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

Exercise can be carried out according to the group's needs, for example at the beginning or end of school day (school activities), but also in a situation requiring silence and reduction of stress levels among pupils.

#### METHODOLOGY:

Expressive and practical methods;  
Techniques: Interactive games and activities.

#### FORM OF WORK:

Individual work.

#### NEEDED MATERIALS:

- Rubber mat / mattress / carpet / blanket;
- Possibly a disc with soft music and a CD player;
- Eye bands (if needed).

#### DESCRIPTION OF ACTIVITY:

1. Participants are placed on the floor in a comfortable position (so as not to disturb each other).
2. We ask pupils to close their eyes. (If some pupils need teacher can give them eye bands).
3. The teacher gives the instruction: "Imagine that the sun is shining, it is a warm summer day, we are walking the road, passing fields, meadows and gardens. We see there our favourite flower. We look closely at it: the stem, leaves, petals and their colour, the interior of the bud, post. Now put it aside and paint in your fantasy your favourite flower (30 to 60 seconds). It is certainly ready. Say good-bye to your flower and very slowly open your eyes."
4. The teacher asks the pupils: "We get up, curl up, fall to the right side and rise to the position on our knees. Slowly, we get up on our feet, opening from this position like a flower, which releases shoots from the ground, and then develops its petals. "
5. Completing the task - we ask that children to stand in a circle and summarize the task.

### HOW TO EVALUATE THE ACTIVITY:

Children tell in a group:

- what their favourite flower looks like;
- what is its name;
- where they found it;
- what was it in touch;
- how it smelled.

### COMMENTS FOR IMPLEMENTATION (if possible) – can be gathered after piloting period

1. We pay special attention to the children's position (position of relaxation).
2. You always have to remember that such trips to the land of fantasy should last from five to ten minutes. It depends on the age of the participants, on their ability to concentrate and on the general mood.
3. After the exercise, the teacher can tell pupils about visualization as one of the ways to calm down, deal with emotions, deal with stress.

## TITLE: DESERT ISLAND

### OBJECTIVES:

**SUGGESTED AGE GROUP:** pupils age 8-9 years old

Thanks to the implementation of the exercise, pupils:

1. develop the ability to cooperate in a group;
2. develop the skill of interpersonal communication;
3. develop the skill of creative thinking and creativity (sharing ideas, selecting the best ideas and their implementation);
4. develop the entrepreneurial skills;
5. integrate in the group.

### WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

The exercise can be carried out at the beginning of the didactic process (but in a group of pupils that already know each other) as an integration exercise.

### METHODOLOGY:

Expressive and practical methods;  
Techniques: Interactive games and activities.

### FORM OF WORK:

Work in a small groups (of 4-5 pupils).

### NEEDED MATERIALS:

Art materials: markers, crayons, tape, paper (large sheets), A4 paper, coloured paper, etc..

It is recommended that the activity should take place in a room ensuring the free work of several groups - so that the groups can talk freely and do not interfere with each other.

### DESCRIPTION OF ACTIVITY:

1. The teacher divides the group into smaller 4-5-pupils teams.
2. The teacher informs the children that on the time of this exercise they are on a deserted island. Their job is to organize life on this island. Pupils in 4-5-person teams have to prepare:
  - The name of the island;
  - Map of the island;
  - Hymn of the island;
  - Island costumes (each team member must be dressed in this outfit);
  - Task division: e.g. who cooks, who cares for buildings, etc. Each person in the group must have a task assigned (e.g. according to what he/she likes to do, his/her interests).

- The rules of living on the island.

Time for the task 45 - 60 minutes.

3. Then each group presents their island by telling about it, presenting the prepared works (name and map of the island, costumes, singing the hymn, etc..)

#### **HOW TO EVALUATE THE ACTIVITY:**

Pupils answer questions:

- How did you like the presentations of other groups?
- What surprised / interested you in the islands of other groups?
- How did you cooperate in your team?
- Did everyone have a task assigned?
- What was important to you when carrying out this task?

**COMMENTS FOR IMPLEMENTATION** (if possible) – can be gathered after piloting period

During the implementation of the task, groups may need support, guidance, inspiration, example.

The teacher should watch closely the work of the groups, so that each of the group members is involved in the implementation of the exercise.

## TITLE: THERMOMETER OF FEELINGS

### OBJECTIVES:

**SUGGESTED AGE GROUP:** pupils age 10-11 years old

Thanks to the implementation of the exercise, pupils:

1. develop emotional awareness - develop the ability to recognize and name emotions;
2. develop the ability to pay attention to emotions in different situations, e.g. in conflict situations (they will pay attention to what the accumulation of negative emotions can lead to);
3. develop the need to express emotions and talk about their causes;
4. change the way of thinking about expressing emotions.

### WHEN TO IMPLEMENT THE PRACTICE DURING DIDACTIC PROCESS:

The exercise can be completed at the end of the teaching process, as a summary of the topic of dealing with emotions. Also during conflict situations among pupils to teach them how to deal with such situations.

### METHODOLOGY:

Expressive and practical methods;  
Techniques: Interactive games and activities.

### FORM OF WORK:

Individual work and work in small groups.

### NEEDED MATERIALS:

- Worksheet with thermometer
- Crayons / markers

### DESCRIPTION OF ACTIVITY:

1. Introduction to the subject of emotions. Discussion with pupils about what emotions pupils know, what are pleasant and what are unpleasant emotions. You can write emotions on the board.
2. Pupils work with a worksheet (worksheet in the attachment to the exercises).  
The worksheet contains situations that can cause anger or other unpleasant emotions. Read them carefully. In a few windows you will find empty spaces - put in a different situation there, in which you still feel anger or other unpleasant emotions.  
On the right side you can see a thermometer on which, using colours, you can determine how much emotion you feel when you encounter each of these situations.  
Now try to remember how you felt in the situations described in the window. Then, colour the intensity of the emotion that you think is appropriate with the right colour.  
Colour the thermometer with colours that mean:



3. Discussion and presentation of pupils' work - it can be implemented in small groups.

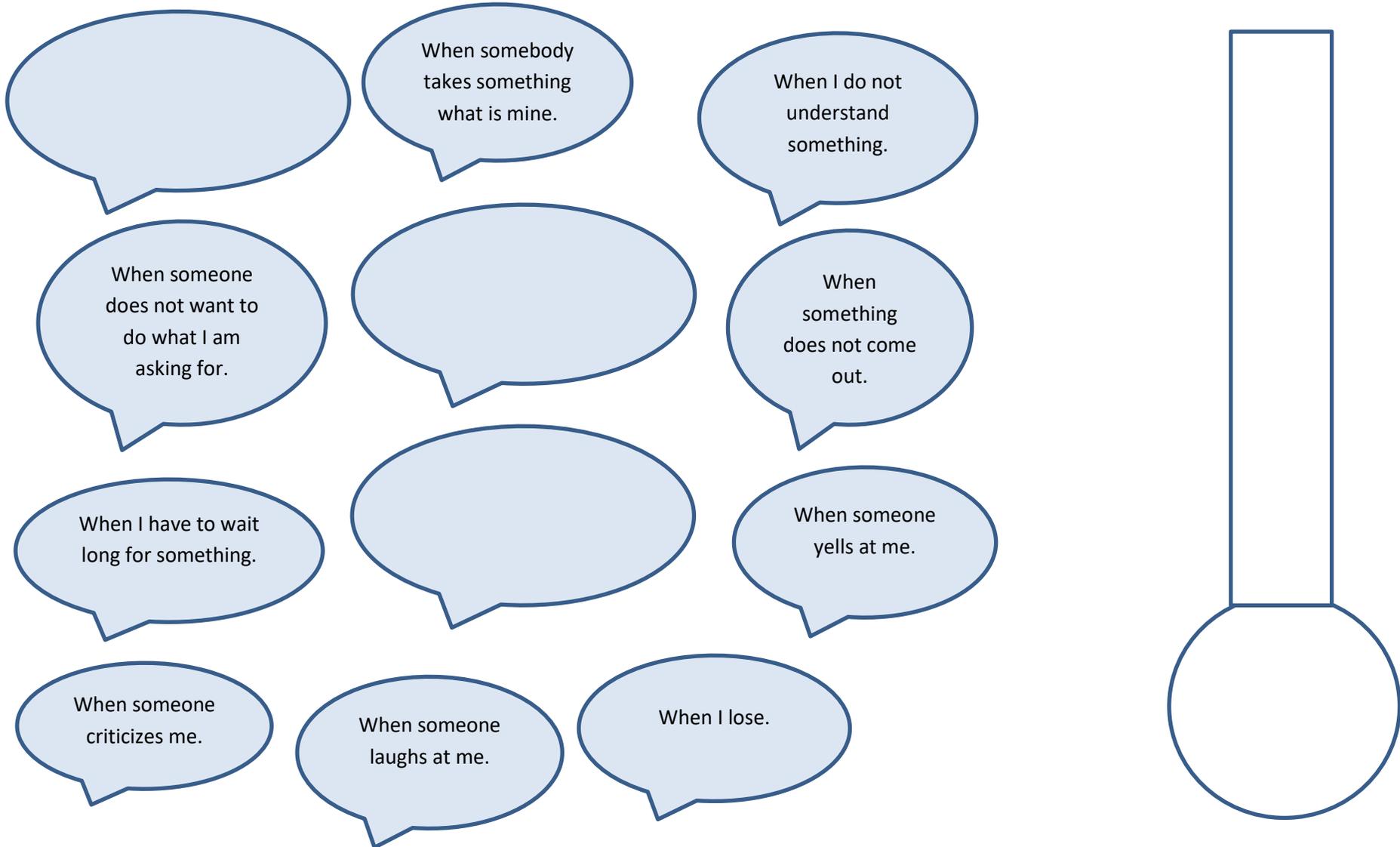
### HOW TO EVALUATE THE ACTIVITY:

Discussion with pupils:

- What causes accumulation of anger and other unpleasant emotions?
- When can the "explosion" of emotions take place?
- Is this "explosion" always adequate to the situation?
- What are the ways that these emotions do not increase? (For example: conversation - when we talk about feelings, especially those unpleasant - this is a way to release them, to catch a breath).

**COMMENTS FOR IMPLEMENTATION** (if possible) – can be gathered after piloting period

A PowerPoint presentation presenting a thermometer of emotions – an increase of emotions up to an explosion, can in a vivid way show the growing of emotions.



When somebody takes something what is mine.

When I do not understand something.

When someone does not want to do what I am asking for.

When something does not come out.

When I have to wait long for something.

When someone yells at me.

When someone criticizes me.

When someone laughs at me.

When I lose.

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