

WP6. Testing Phase

PRE-TEST DIAGNOSIS of pedagogical model and toolkit AND PROGRAM FLOW

These questionnaires are meant to be a previous step into the planning of your testing phase of the LIKE Manual and Toolkit for teachers.

Before the teacher jumps into the testing of the manual and its activities we recommend to carefully read and fulfil these questions to better plan and further develop the testing of the Manual.

The structure of the testing and the steps we invite you to take are as follows:

- 1. Go first into the diagnosis of the class based on teachers' observation – Do questionnaire PART A)*
- 2. Then go to Development and implementation of the programme of the pilot according to the classroom needs – Questionnaire PART B)*
- 3. Last but not least, go to the Evaluation Package for the post testing survey.*

1. Diagnosis of the class based on teachers' observation – PART A)

1. Teacher testing the model: (please click on boxes to activate status)

1.1. Name:	<input checked="" type="checkbox"/> Ms <input type="checkbox"/> Mr _ Monika Kosiewicz _____
1.2. Experiences in teaching:	<input type="checkbox"/> ≤2 <input type="checkbox"/> 2 < -5 <input checked="" type="checkbox"/> 5 < -10 <input type="checkbox"/> 10 < -20 <input type="checkbox"/> 20 <

2. Pupils profile & background (please click on boxes to activate status)

2.1. Name of school at which pilot classes were implemented:	Sport Primary School No. 3 of Józef Jaworski in Aleksandrów Łódzki
2.2. How would you score the level of commitment of your pupils towards the learning process?	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very low Comments (if any):
2.3. Approx. number of pupils at the classroom (total)	Male: <u>14</u> Female: <u>10</u>
2.4. Are there pupils with learning difficulties in the classroom?	Yes: <u> </u> No: <u> </u>
2.5. Are there pupils with fewer opportunities?	Yes: <u> </u> No: <u> </u>
2.6. If the answer to the previous question is yes, what kind of problems/challenges are those pupils with fewer opportunities facing?	<input type="checkbox"/> Economical <input type="checkbox"/> Geographical <input type="checkbox"/> Educational <input type="checkbox"/> Cultural <input type="checkbox"/> Other:
2.7. How would you rate the level of early school leaving in the classroom?	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very low Comments (if any):
2.8. For general comments or additional information of relevance please use space below:	

1st class - selected children.

Note: Teacher could not answer on 2.4, 2.5, 2.6 and 2.7 questions as the class's just started education, and there were no such information at the beginning of the school year.

Development and implementation of the programme of the pilot according to the classroom needs – PART B)

Please, describe what contents and program elements you plan to use from the LIKE Manual for teachers. You can follow the index of contents of the Manual and toolkit.

TIME AND FREQUENCY	DATE	CHAPTER OF LIKE MANUAL	NAME OF THE ACTIVITY	LEARNING GOAL/S	FEEDBACK / COMMENTS
First classes - 20 minutes	4.10.2019	Skills development	My favourite flower	<ul style="list-style-type: none"> - development of relaxation and rest skills - learning methods and techniques of relaxation; - development of self-awareness of one's own emotions and feelings (emotional intelligence); - acquiring a new ability to deal with stress 	Children often had their hands under their heads, moved their legs (visible anxiety), peeping, having trouble hearing the order, turning over to the right side, confusing sides.
20 minutes	4.10.2019	Skills development	Balloons of anger	<ul style="list-style-type: none"> - understanding what anger is and how to properly express it; - knowledge of how to identify anger signals felt in the body 	The balloons distracted them, children took them in their mouths, the children did not know the ways to express anger.
Beginning of the day in school	10.10.2019	Skills development	Mindfulness	<ul style="list-style-type: none"> - getting to know the tool with which students will be more aware of themselves and the world; - developing greater awareness of internal and external experiences; - recognizing your thoughts as "just thoughts"; - acquiring knowledge of how emotions manifest in the body; - awareness of greater control over your internal 	Problem with focusing attention, huge mobility visible.

				impulses	
After-school club - after lessons	15.11.2019	Skills development	Secret of Aunt Clara	- recognition of polite phrases; - learning why these phrases matter in life and in what situations to use them	They listened very carefully.
During lesson	15.11.2019	Skills development	Sign of stress	- coping with stress; - recognizing signs / symptoms of stress	They were happy to describe various situations that caused stress.
Po lessons	17.12.2019	Skills development	Out of Chaos-Polis - The rules for well-being together	- interpersonal communication; - development of social skills	Children know about the rules, they can verbalize them, they do not necessarily follow them, the task requires continuation.
60 minutes	25.10.2019	Skills development	Desert Island	- developing teamwork skills; - developing interpersonal communication skills; - development of creative thinking and creativity skills (sharing ideas, selecting the best ideas and their implementation); - development of entrepreneurial skills; - group integration	The work in groups was efficient, it was difficult to write on the island e.g. the name of the island.
30 minutes	22.11.2019	Skills development	Therapeutic fairy tale	- strengthening one's own skills, among others in the field of cooperation, interpersonal communication, conflict management; - paying attention to the aspect of personal culture in relations with other people; - learning about different aspects of conflict situations - the importance of interpersonal communication in conflicts; - reflection on the importance of emotions in human life	The children listened actively and drew eagerly.
End of the day	27.11.2019	Skills development	Body scan	- improving concentration and learning; - reducing stress, anxiety and depression; - development of creativity;	Big restlessness.

				<ul style="list-style-type: none"> - increasing emotional regulation and care; - increasing body awareness 	
During lessons 45 minutes	13.12.2019	Skills development	Song with different rhythms	<ul style="list-style-type: none"> - promoting teamwork; - recognizing the importance of teamwork, respecting the skills of partners; - developing love for music and writing; - developing musical memory and imagination; - developing and practicing time coordination 	Difficult task - due to a lack of writing skills, varying levels of student involvement, difficulty in understanding words, e.g. solidarity.



Bardzo dziękujemy za wsparcie!



Erasmus+

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