SEPTEMBER

1 – Group contract

2 – 8 September – Day of Good News

3 – Creating a group portrait

4 – 22 September – European Car Free Day

SEPTEMBER – WEEK 1

**Exercise name:** Group contract

**Exercise source:** www.unicef.ca/sites/default/files/imce\_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/Classroom\_Charters\_Instructions.pdf

**Exercise purpose:** class integration, formulating a set of rules for the coexistence of the class, writing a group contract, increasing student willingness to comply with rules they created themselves.

**Time dedicated to exercise:** 45 minutes

**Materials/links:**

colourful paper, 1 page per student, thick markers

copy of the Convention on the Rights of a Child https://brpd.gov.pl/konwencja-o-prawach-dziecka.

**Exercise description:**

* Read excerpts from the United Nations Convention on the Rights of the Child with your students. Choose articles from the Convention that relate specifically to school (e.g. articles 3, 12, 13, 15, 16, 17, 19, 23, 24, 27, 28, 29, 30, 31, 37, 39) https://brpd.gov.pl/konwencja-o-prawach-dziecka.
* Discuss with students how these articles relate to their lives at school, with examples.
* As a class, select the six most popular and justified articles for the class contract.
* As a class, identify the mutual behaviours/responsibilities associated with the six most popular articles.
* Students work in groups to develop the wording of the Class Agreement in a way that is related to the articles in the Convention.
* Hand out sheets of paper.
* Ask students to trace the shape of their hand on the cards. On the fingers write their name and the school year.
* Ask students to write the Class Agreement in the centre of their hand, e.g. I have the right to.... I respect this right by...
* Ask students to decorate the inside of the hand in any way they wish and cut out the hands.
* As a class, vote democratically to adopt the Class Agreement and where you will hang it.
* Ask all students to sign the printed agreement.
* Hang the Agreement on the wall with the cut out hands around it.
* Refer to the rules sheet throughout the school year.

SEPTEMBER – WEEK 2

**Exercise name:** 8 September, Day of Good News

**Exercise purpose:** To make students aware of the need to develop a positive worldview as a counterbalance to the media-created image of the world in which only bad news is newsworthy. To reinforce positive thinking. To reduce complaining, which is widely regarded as one of our national vices.

Student creation of a set of motivational quotes for the whole year in order to develop the habit of taking care of a positive attitude.

**Time dedicated to exercise:** 90 minutes

**Materials/links:** Information about the Day of Good News:

pl.wikipedia.org/wiki/Dzień\_Dobrej\_Wiadomości

Canva – graphic design resource

[www.canva.com/pl\_pl/tworzyc/kalendarze](http://www.canva.com/pl_pl/tworzyc/kalendarze)

Calendar template for printing (PDF):

fotografiadlaciekawych.pl/wp-content/uploads/2018/05/ kalendarz-2019-do-wydrukowania-pionowy-blog.pdf

Website with positive quotes:

pozytywnecytaty.pl

**Introduction – show students a quote:**

‘Watch your thoughts, they become words; watch your words, they become actions; watch your actions, they become habits; watch your habits, they become character; watch your character, for it becomes your destiny. We become what we think.’ – Author Unknown

Ask them to discuss in pairs how they understand the quote, so that they can explain in their own words what it means that we become what we think. Ask what effects negative thoughts can have in everyday life. Ask them to give examples from their own lives. Ask students to recall/find online messages from last week in groups. Together, summarise whether positive or negative news dominated. Tell students that negative news dominates the media (‘There is no doubt that news stories are most often devoted to negative events’, source: A. Boyd, Broadcast journalism: techniques of radio and television news). Ask what effect this has on the perception of the world by the recipients of media messages. Ask students to give ideas for changing this situation.

**Exercise continuation –** Tell students about the 'Good News Day' initiative. ‘As part of Good News Day, a Book of Good News (also known as the Book of the Third Millennium) is being created to provide a unique, optimistic message for future generations. Several hundred pages of the book will be filled with statements from prominent representatives of science, politics, art and church from all over the world. So far, the Dalai Lama, Paulo Coelho and Brigitte Bardot, amongst others, have inscribed themselves in the book.’

Good News Day – a holiday proclaimed on 8 September 2001 in Warsaw. The initiative originated in the artistic and literary environment of Salon 101 run by Małgorzata Bocheńska. It is an annual celebration of events held under the common motto of ‘Good News’. Wikipedia pl.wikipedia.org/wiki/Day\_of\_Good\_Message

Tell students that together you will develop a tool to increase positivity throughout the school year: a motivational calendar. Divide the class into groups of 3-5 students, assign each group a month (two if there are fewer groups) to work on. Ask the groups to choose a motivational quote for each month, possibly from the website positivequotes.co.uk/. Make sure that the quotes are not repeated. Hand out the printed monthly templates from the calendar.

fotografiadlaciekawych.pl/wp-content/uploads/2018/05/kalendarz-2019-do-wydrukowania-pionowy-blog.pdf

Ask students to design the look of the calendar page(s) in groups. Required elements: collage, graphic or drawing, plus a positive quote. Ask students to keep a positive attitude whilst completing the task or ask students to design an online calendar in Canva (www.canva.com/pl\_pl/tworzyc/kalendarze) for the next lesson in groups.

**Conclusion –** Ask the students how their work in teams progressed, what they found easy/difficult, what would they change for the next project with this team. Ask students to describe how they maintained a positive attitude in the team during the project. Collect the projects, compile into a calendar and hang it in the classroom. You can make photocopies and give the calendar to parents at the first parent/teacher meeting. Throughout the school year, you can use the motivational quotes from the calendar to start lessons or as an inspiration for discussion during lessons.

SEPTEMBER – WEEK 3

**Exercise name:** Creating a group portrait

**Exercise purpose:** classroom integration

**Time dedicated to exercise:** drawing time: approx. 20-30 minutes, discussion time: approx. 5 minutes per person

**Exercise description:**

Students sit in a circle. They are each given a crayon or marker in one colour and a piece of paper. The teacher asks them to sign the paper with their name and draw a portrait of themselves/their figure/their face. The portrait should be a sketch with one characteristic detail (e.g. if someone likes riding a bike, he/she draws his/her silhouette on a bike).

Then everyone gives his/her card to the neighbour on the right. The task of the neighbour is to draw another detail of the signed figure. It may be an anatomical detail (e.g. a blush), it may be a character trait (e.g. someone is quiet and calm – a dove) etc. After the detail has been drawn, the card goes to the next person and so on until it is returned to its owner. The teacher asks for a volunteer to show the portrait drawn by the group. Now the classmates can talk about what they see in the drawing. Finally, the owner of the card says how he or she feels about what they have heard about themselves from the class. (It is important that the student does not talk about what is on the card). The description of the individual cards can be continued in subsequent lessons until the portraits of all students are discussed. It is important to complete the task as quickly as possible.

Sample questions:

To the class: What do you see in the drawing? Is it more realistic or metaphorical? How do you know? How do you interpret it? Give a specific detail.

To a particular student: How do you feel now? What was the biggest surprise for you? Do you like this portrait (why or why not)?

Care is taken to ensure that the student does not publicly interpret what they have seen in the drawing, as that is the task of the class. We remember that this is a drawing for

the development of the group. Therefore, it is worth quickly finishing the discussion of the portraits, so that the resulting drawings have the value of authenticity and accuracy for the class.

22 SEPTEMBER – WORD CAR FREE DAY

**Exercise name:** 22 September – European Car Free Day

**Exercise purpose:** encouraging youth to care for the environment

**Time dedicated to exercise:** 35 minutes

**Materials/links:**

* WTP Warszawa: ‘Spot dzień bez samochodu 2016 pełna wersja’ (1'08'') bit.ly/2Xvb36S (Car Free Day Segment 2016 Full Version)
* pictures from pixabay.com/pl (download files available from Ko-lekcja)
* computers with Internet access

**Exercise description:** Arrange the downloaded pictures on the floor and ask students to decide what they have in common. Ask them to predict what the topic of the lesson will be. You will get different answers concerning environmental protection, means of transport, leisure activities, pollution or exhaust fumes – ask students to justify their answers. Explain to students that since 22 September is European Car Free Day, it is worthwhile to think about what they can do as young people to really care about the environment. Encourage them to discuss this topic, moderate the discussion, stressing that success is possible even through small actions, such as giving up one's car for public transport or cycling, not only on 22 September. Point out that even if they do not have a driver’s license, they can try to influence their family members who do to take care of the environment.

Emphasise that there are many benefits of using public transport.

Ask students to watch the video prepared by WTP Warsaw: ‘Spot dzień bez samochodu 2016 pełna wersja’ (1'08''): bit.ly/2Xvb36S

After playing the video, encourage groups of students to create an online poster to inform citizens about European Car Free Day and encourage them to participate in the event as much as possible. To create posters, students can use online tools such as: Canva: [www.canva.com](http://www.canva.com) or Glogster: edu.glogster.com. More tools useful for creating posters online can be found here: edukacyjnytik.jimdo.com/plakaty-inaczej During the conclusion, the leaders of the each groups present their posters (students send the posters to the teacher ahead of time so that they can be displayed onscreen).

OCTOBER

1 – 1 October – International day of older persons

2 – Group challenge – cup pyramid

3 – How well do you know the class – true or false?

4 – 29 October – Buy Nothing Day

1 OCTOBER – INTERNATIONAL DAY OF OLDER PERSONS

**Exercise name:** 1 October – International Day of Older Persons

**Exercise purpose:** increasing respect for the elderly

**Time dedicated to exercise:** 20 minutes

**Materials/links:** KIS Foundation ‘Starość to stan umysłu’ (4'09'') (Age is a State of Mind) bit.ly/2IrDJav

pictures from pixabay.com/pl/ (download files available from Ko-lekcja)

**Exercise description:** Arrange the downloaded pictures on the floor to encourage students contemplation. Ask them to look at the pictures and decide what the theme of the lesson will be. You will get different answers, but you can expect the most common answer to be that the pictures portray the theme of old age. Ask students what ‘old age’ means to them and what age they consider old. Ask what attitude young people today have older people. Ask them to justify their answers. Explain to the students that since 1 October is International Day of Older Persons, it is worth reflecting in class on the role that older people play in society. Draw pupils' attention to the fact that ageism, i.e. age discrimination, is becoming one of the global challenges of today's world. Ask your students to watch the film

‘Old Age is a State of Mind’ prepared by KIS Foundation. (4'09'') <https://bit.ly/2IrDJav>.

After the film, ask students what they can learn from older people in their immediate environment. Ask them to give examples by introducing seniors they know (my grandmother, my grandfather, aunt, neighbour, etc.). To complete the exercise, ask students why older people should play or do play an important role in society – their answers should correspond with their own experiences.

OCTOBER – WEEK 2

**Exercise name:** Cup pyramid

**Exercise purpose:** improving teamwork, creative thinking

**Time dedicated to exercise:** 45 minutes

**Materials/links:** (for each five-person group)

* 20 single-use cups
* 5 pieces of string
* rubber band
* short film youtu.be/URZJ2AithP4

**Exercise description:**

Divide the class into groups of five. Distribute a set of materials to each group.

Explain the instructions for the task. The challenge is to build a pyramid with five floors out of all the cups, using only string and a rubber band.

The cups must not be touched by any part of the body. All members of the group must participate in the construction.

Questions: What was easy/difficult during the task? What instructions could be useful for future participants?

OCTOBER – WEEK 3

**Exercise name:** How well do you know the class – true or false?

**Exercise purpose:** group integration, as well as deepening knowledge of one another.

**Time dedicated to exercise:** 10-20 minutes

**Exercise description:** Each student writes down three things about themselves on a piece of paper, preferably the same one, such as their favourite film, book, unusual skill or event.

It is important that nobody can see what the others write down.

One of these things is a lie, the others are the truth.

You collect all the cards, mix them up and hand them out again.

The participants read the cards one by one and choose the authors.

When they have succeeded, they guess what is true and what is false.

The rest of the class can help with the guessing.

Questions at the end:

Was it difficult/easy for you (why)?

What was most difficult for you?

Most surprising?

What made the biggest impression on you?

29 OCTOBER – BUY NOTHING DAY

**Exercise name:** 29 October – Buy Nothing Day

**Exercise purpose:** Understanding consumerism and how it affects our world

**Time dedicated to exercise:** 25 minutes

**Materials/links:** ING Bank Śląski: ‘Jak walczyć z konsumpcjonizmem?’ (How do we fight consumerism?) (3'30") bit.ly/2I3zyTy (accessed: 24.05.2019) bit.ly/2wFCBe0 (accessed: 24.05.2019) bit.ly/2MCR99b (accessed: 24.05.2019)

**Exercise description:** Ask students if they have ever bought something they did not need or that they never used. Ask them to explain what stopped them from buying (if they answered no) or why they did anyway (if they answered yes).

Then ask them about their understanding of the term ‘consumerism’ (an unjustified buying, increasing one's possessions whilst finding it difficult to explain the reasons for wanting to possess accumulated goods. In addition, the buyer believes that material goods are a marker of happiness and well-being).

Ask students to watch a short film: ING Bank Śląski: ‘How to fight consumerism?’ (3'30") https://bit.ly/2I3zyTy and explain the effects of consumerism on the world and how to overcome the unjustified desire to buy and accumulate goods. After they have explained, on the basis of the film (and perhaps their own experiences), how to fight consumerism and its effects, tell the pupils about Heidemarie Schwermer and her idea (material about Heidemarie Schwermer available to download at the bottom of the page).

Explain that since 29 October is Buy Nothing Day, it is a good idea not to buy a single product on that day. During your next class, ask your students if they succeeded with the challenge and what reflections they had on the day. Did they decide to reduce the amount of goods they buy after Buy Nothing Day?

NOVEMBER

1 – Participation ladder

2 – Assertiveness training

3 – Class triplets

4 – Personality tests, talents, group roles

NOVEMBER – WEEK 1

**Exercise title:** Participation ladder

**Exercise purpose:** raising student awareness of their social activity

**Time dedicated to exercise:** 45 minutes

**Materials/link:**

copy of the graphic, string or tape, labels representing ladder holds (8). Graphic available here: bit.ly/2MArtKj

**Exercise description:**

Distribute copies of the graphic ‘Ladder of participation’

Explain that Hart's ladder of child participation is a metaphor for the child-adult relationship in the context of children's freedom of initiative.

The higher the rungs, the more the adult's role is one of support and appreciation, whilst the three bottom rungs of the ladder signify a real lack of participation of young people in activities. If necessary, give examples (http://alesny.pl/model-drabiny-rogera-a-harta/)

Put a piece of string or tape on the floor and next to it mark the rungs of the ladder (1-8).

Ask students to stand next to the rung which they think corresponds to the level of cooperation with adults in their daily life.

Next, ask them to stand next to the rung they feel most comfortable with.

Ask them to explain why they have chosen it and what conditions must be fulfilled

to work well with adults.

Ask them to give examples of activities they have experienced at the highest possible level. Ask them to reflect on how they felt in this situation, and how this affected the outcome of the collaboration.

**Source:** alesny.co.uk/model-ladder-roger-a-harta

NOVEMBER – WEEK 2

**Exercise title:** Assertiveness training

**Exercise purpose:** strengthening the ability to adopt an assertive attitude

**Time dedicated to exercise:** 45 minutes

**Materials/link:** Print out pages of the situations and technical advice – after creating pairs, prepare dice for playing (students may use virtual dice in their phones)

**Exercise description:** Students work in pairs. They take turns drawing one card from the pile of situations and throw dice. They act out a scene using the situation and technique.

Questions for reflection: What was difficult/easy in the exercise? What did you learn about yourself during the exercise? What are the positive sides of assertiveness?

Download instructions and printable situations:

**ko-lekcja.weebly.com/listopad-2**

NOVEMBER – WEEK 3

**Exercise title:** How do we communicate when we’re so different? Looking for class triplets.

**Exercise purpose:** overcoming mutual dislikes between students

**Time dedicated to exercise:** 20 minutes

Materials/links:

* pictures from pixabay.com/pl/ (download the files from Ko-lekcja)

**Exercise description:**

Place photos downloaded from pixabay.com/en/ on the floor. Ask students to look at them carefully. Next, encourage them to choose a photo they identify with in some way, because it is related to their hobbies, lifestyle or favourite way of spending free time. After the picture has been chosen ask students to justify their choice. Talk to the them about the fact that their choices are different and show differences in their character traits that are just being formed, passions that are just being revealed. Despite the visible differences, you will find some similarities, both in terms of character traits and interests. Ask students to form groups of three and look for the ‘triplets of the class’. The students’ task is to find themselves in a group of three and to justify their presence in the group by indicating what they have in common. After the ‘class triplets’ have been identified, students justify their presence by pointing out the similarities between them, referring to the pictures they chose at the beginning of the exercise. Finally, ask the students to summarise the exercise using the technique of unfinished sentences: I don't have a problem with... / I can cope with... / I don't quite know... / I need to think about... /

I have a problem with... / The trouble for me is...

NOVEMBER – WEEK 4

**Exercise title:** Personality tests, talents, group roles

**Exercise purpose:** raising student awareness of the importance of cooperation and collaboration as an important element of task completion; the role of team member diversity and the possibilities of realising their potential, various points of view and ideas.

**Time dedicated to exercise:** A minimum of two hours should be allocated for conducting the tests and analysing them with students.

**Materials/links:** Introduction to the issue of group roles: www.youtube.com/watch?v=87b0aKHu3pU

The proposed tests require access to a computer (1-2) or print out sheets for all students.

Personality test: Myers-Briggs www.16personalities.com/pl

Talent compass: prawdziwyskarb.pl/test/kompas-talentow

Team roles: Belblin www.qwsi.pl/asp/pliki/aktualnosci/rola\_w\_zespole-\_cwiczenie.doc, bezscian.pl/wpcontent/uploads/2010/09/Test\_role\_in\_team.pdf

In the second phase – storming – conflicts arise in the team. Members may feel burdened by work or may not accept the approach. They become doubtful about the success of the project, individual members may feel reluctant to perform tasks due to their working styles, impatience occurs, heated discussions and arguments occur, personal goals take precedence. In relations between team members, mutual hostility, aversion to control, open criticism and questioning of previous decisions, power struggles emerge. At this stage it is useful to explain the idea of stages of team development, so that students understand why there are problems and believe that things will improve in the future.

You can explain that a team of members with different aptitudes works best when carrying out projects. In order to explore, learn about different working styles and

strengths, it is useful to use psychometric indicators.

**Exercise description:**

Explain to students the importance of roles in a group. You can use the video: ‘What roles can we have in a group’.

Ask students to solve the test. Ask about the test results, what personality types, talents and roles they showed.

Ask if students agree with the results, if they learned anything new about themselves. Ask them to compare their results in pairs/groups.

Ask why it is important that each team member feels important and valued.

More:

Recommended Children's University Lesson Scenario:

‘How are people different from each other?’

www.scenariuszelekcji.edu.pl/scenariusz/czy-kazdy-ma-w-sobie-jakies-zwierze

DECEMBER

1 – What do I consider conflict? – recognising opinions

2 – Balloon (crisis) – class discussion

3 – 18 December – International migrants day

4 – St Nicholas Day

DECEMBER – WEEK 1

**Exercise title:** What do I consider conflict? – recognising opinions

**Exercise purpose**:

For the teacher – to identify class opinions (and possibly moderate them)

For participants – to recognise class opinions, build skills for expressing oneself, recognise needs, diversify.

**Exercise description:**

Ask students to think about what they think conflict is.

Do they treat it as a destructive force that cancels human efforts, introduces enmity, rivalry, negative emotions and chaos? Or can it be used to release potential, liberate undisclosed talents and skills, start or build something new?

Then draw a line (can be imaginary) at one end of the room and explain that this side correlates to a 100% conviction that conflict has only negative and unfavourable connotations. The opposite side of the room is for positive associations only. Then ask the students to place themselves between these lines according to their own beliefs about what conflict is for them. They can place themselves anywhere between these lines.

Their position reflects their belief in the destructive or constructive power of conflict.

Then approach each student ask what position they’re standing at (in percentages – sometimes students stand together and this way they can numerically express their position), why they’re standing there and what influenced their choice.

Their answers can be used to briefly summarise the events and opinions you have observed. Potential observations: conflict is an inherent part of life, it’s best to go through it skilfully, various interpretations of conflict. Ask students to explain how they describe conflicts. What specific events have led them to this opinion? If willing, can they talk about them? Has their opinion on this subject changed in the in the past? In what way?

DECEMBER – WEEK 3

**Exercise title:** Balloon (crisis) – class discussion

**Exercise purpose:** naming and discussing current issues with students; suggesting changes that could be made to feel better in class.

**Time dedicated to exercise:** 30-45 minutes

**Exercise description**: You (or a designated student) draw on a big sheet of paper or a board a hot air balloon with a basket for passengers. You explain to students that it symbolises what is happening in the classroom and their mood. In the part filled with air, write their expectations of the class, and how students would like the classroom to look so that they feel comfortable. The basket symbolises what students are nervous, worried or anxious about in relation to their classmates, the class or the school in general. The central part of the balloon contains the flame, which warms the air and makes flight possible. In this part all the positive aspects of the class are written down, which are the strengths and unique attributes of the class. Then distribute to students sticky notes in three colours for each person. Each colour corresponds to one of the three parts of the balloon. Students anonymously write and stick their comments on the appropriate part of the balloon. Students don't have to use all the sheets. When everyone has finished, the children look at the balloon with you. You can remove any cards that are off-topic, overly humorous or possibly offensive.

After reading the answers, ask questions:

Which of the cards stuck out the most to you and why?

Which comments are repeated or similar?

Does the fact that they appear several times mean that this is the opinion of the majority or a few? What does everyone think?

What could we do to remedy the situation? Are we able to help ourselves? Under what conditions? What might happen if we do not change anything?

Who can help us?

Comments:

If many individual feelings are shared by the group, it is possible to support each other.

Expressing one's own feelings and the will to change a negative situation can be the first step to developing a recovery plan and putting it into practice.

Do not carry out this exercise if one of your students is a clear scapegoat for the class.

The balloon exercise works well at times of change and conflict in the class, such as during a crisis phase.

DECEMBER – WEEK 3

**Exercise name:** 18 December – International Migrants Day

**Exercise purpose:** Learning empathy, discussing people who are excluded, raising awareness of refugee problems.

**Time dedicated to exercise:** approx. 30 minutes

**Exercise description**: Place dots of different colours on student foreheads (for younger classes) or give them dots to hide in their hands (for older classes) – a few per colour. The students’ task is to find, without using words, people who have the same colour dots as them. One person in the class receives a black dot (important: this should be a mentally stable, confident and responsible student).

When all but one person have found their groups, the exercise ends. The teacher proceeds to the discussion.

Sample questions:

To the ‘coloured dots’ – how did you feel when you were looking for a group and how did you feel when you found one? Was it a difficult task for you, why? Would you repeat the exercise?

To the ‘black dot’ (after the questions to the ‘coloured dots’) – how did you feel when you were looking for a group and didn't find it? Was it a difficult task for you (why/why not)? Would you repeat the exercise?

To all (after introducing the topic of the lesson) – do you see any parallels between the topic of the class and today's exercise (what kind, why/why not)? Do you know any refugees, economic immigrants or foreigners? What makes them different? Would you like to be in their position (why/why not)? What can you do to change their experience/feelings?

DECEMBER – WEEK 4

**Exercise name**: St Nicholas Day

**Exercise purpose:** Building active listening skills and relationships, exercising creativity and entrepreneurship.

**Time dedicated to exercise:** approx. 15-20 minutes prior to St Nicholas Day and approx. 15-20 minutes on the day itself

**Exercise description:** The week before St. Nicholas' Day or the week of Christmas devote an educational activity to practising active listening skills. Students sit in a circle. Their task is to each tell you briefly about a dream/desire. At the end of the round, each student selects (for example) the person sitting opposite, who tries to reproduce as closely as possible the dream of the person who selected him or her. You can join in the task if you wish.

Allow students to randomly draw pre-prepared slips of paper with each others’ names – just like on St Nicholas Day. Make sure no one has selected themselves. Everyone keeps the name they drew a secret. The task for each student is to prepare a ‘no cost’ gift that will fulfil the dreams of the person he/she has drawn. This could be, for example, a short story, a hand-made drawing or any other artefact that makes the dream come true. It is a good idea to wrap the gift.

On St Nicholas Day, the gifts are distributed.

Sample questions and instructions: Try to explain the dream...; what did you remember from the story...; what did you notice in the dream...

JANUARY

1 – Do I listen actively? Questionnaire

2 – 8 January – Clean your desk day

3 – 17 January – All the cool people day

4 – Picture pieces

JANUARY – WEEK 1

**Exercise title:** Do I listen actively?

**Exercise purpose:** emphasising the importance of listening skills for interpersonal communication, encouraging students to reflect on their listening habits and identify areas in communication that need improvement

**Time dedicated to exercise:** 45 minutes

**Materials/links:** questionnaire sheet – bit.ly/aktywne sluchanie

At stage 3 of team development, team members are increasingly committed to a common goal and making progress towards it.

During the norming phase, it is useful to look back and take time to reflect on how the class has worked together so far. You can conduct a strengths, weaknesses and then needs analysis.

Ask yourself:

* Are there any conflicts in the class?
* Do class members need to get to know each other better?
* Do you know the group well?
* What is the information flow in the group?
* Do students communicate well?
* Do students prefer to work individually and need to learn to work together?
* Are there studentswho resist change particularly strongly and impede the progress of the group?
* Does the group need moral support?

Depending on the needs of the group you can carry out integration activities at this stage.

**Exercise description:**

Explain to students that the ability to actively listen is one of the key elements of communication with others, both in the private and professional sphere. We often think that listening is a natural skill that does not require learning. However, becoming aware of your shortcomings can help you improve your listening techniques and ensure a better quality of communication. To identify these gaps, invite your students to fill in the

questionnaire: ‘Do I listen actively?’ (download and print before the lesson: bit.ly/aktywne sluchanie)

Distribute copies of the questionnaire and ask students to mark their answers.

Once they have done this, tell them that if most of their Xs appeared in the 'always' and 'often' boxes, they could be considered to be good listeners. If not, they should work on their skills as a talker-listener.

After completing the chart, ask students to reflect individually and then to compare and discuss the results in pairs. Ask each pair to choose three areas for improvement from the table that they would like to work on. For example, ‘I ask the interlocutor questions to give him/her courage and to show my interest’.

JANUARY – WEEK 2

**Exercise name:** 8/10 January – Clean Your Desk Day

**Exercise purpose:** Self-reflection about student methods of learning/working

**Time dedicated to exercise:** approx. 30 minutes

**Exercise description:** Turn on a YouTube video about people who use desks. [www.youtube.com/watch?v=O19c\_cb9iP4](http://www.youtube.com/watch?v=O19c_cb9iP4)

After watching the video, ask for first impressions, comments or opinions. Then, ask each student to write down three things related to studying (working) that they would like to get rid of from their desk and three that they would like to have (but don’t yet have). Then ask the students to sit in a circle, present the items they have written down and explain their choices.

Sample questions:

After the film: What is the film about? What do you remember from the film? What do you agree and disagree with? What other types of people use desks? Why?

After students have written their suggestions: who wants to share their work first? Who should go next? Whose desk description are you curious about? Why did you select these items? Do you think these suggestions say something about you? In what way? Would you share your desk with anyone in the class? With whom? For what reason?

JANUARY – WEEK 3

**Exercise name:** 17 January – All the Cool People Day

**Exercise purpose:** integration, appreciation, analysis of group roles in the classroom

**Time dedicated to exercise:** approx. 35 minutes

**Exercise description:** During a lesson, choose an appropriately early time (possibly even December) to ask students to write down, in a space provided by you, qualities which are characteristic of them or their friends. These could be qualities such as ‘I am energetic’, ‘I work quickly’, ‘I always smile’, I am intelligent’. There is one requirement – all the qualities must be positive.

To improve the writing process, you can encourage students to enter these terms using multimedia. You can also open a document in the cloud to collect the results of students' work. You can also take part in formulating the terms yourself. Make sure that the statements are more abstract, not obvious to the class at first sight, e.g: I am a good organiser; I am willing to help others others.

Then, together with the class, review the suggestions you have received for positivity and intelligibility. If there are expressions such as: ‘I am absentminded’ check that the writer didn’t perhaps mean ‘I am a dreamer’. Or what does it mean that someone wrote ‘Superman’? Check whether the meaning of the term is clear to everyone.

Thank the class.

At home format the entries you received, e.g. in a table, so that each entry has the same type and font size and has the same amount of space around it. This is important because later you will print and cut out all the entries. The cut-outs should be the same size and not too small, e.g. the size of strips. If necessary, add entries, so that there are at least a few dozen. Print out the word cards twice if necessary. Cut them up. Prepare a dozen or so blank cards of the same format as the written ones.

During lessons around 17 January, randomly distribute 10 cards to each student in the class and ask them to choose four terms that fit them. Once everyone has made a choice, the second phase of the exercise can begin. If someone hasn't chosen enough cards, you add cards from the general pool. Each student gives away the rest of the cards to classmates in such a way that the phrases fit the recipient. Those who receive the cards do not say whether they think the information they have received is correct. If they do not agree with the message received, they send the cards back (in the same way). The unused cards form a pool; there are also blank cards, which can be filled up on the spot if someone finds out that the prepared cards do not contain the perfect expression for a classmate. When the exercise is complete, gather the class in a circle and ask everyone to say which cards were the most fun and which cards surprised them positively. You can ask who received the most cards (probably the class leader) and who gave everyone at least one card (probably the emotional leader). You can keep the cards; they will come in handy for future years.

JANUARY – WEEK 4

**Exercise title:** Picture pieces

**Exercise purpose**: teaching students that during teamwork, each individual has a part to do that make up a greater whole; by dividing the work into smaller pieces that require less effort, the whole work is created, containing elements of each team member’s contribution.

**Time dedicated to exercise**: 45 minutes

**Materials/links:** printed pictures – one per group of students (4-6 people), these should be illustrations of great complexity,

For example from dessinemoiunehistoire.net/coloriage-artiste-peintre,

A4 paper, one for each student, crayons, markers, sticky tape

Print out a picture for each group. Cut the picture into equal rectangles (4 or 6 depending on how many people are in the group). Mix up the pieces of larger pictures (the number must correspond to the number of students in the group), put them in an envelope and give them to students to draw.

Ex**ercise description:** Hand out blank A4 sheets of paper. Let students draw one fragment from each envelope. Ask students to individually copy their fragment on the A4 sheet. When they are ready (about 10 minutes), tell them to look around the class for people who have the other fragments of their picture, put them together and tape them together.

Questions:

What was easy/difficult for everyone during the individual picture mapping phase? What could make the task easier?

What was easy/difficult in the group phase of putting the picture together? Are students satisfied with the result?

What conditions would have to be met to get a better result? What conclusions can be drawn?

**Exercise source:** www.huddle.com/blog/team-building-exercises

FEBRUARY

1 – (International) safer internet day

2 – 14 February – Valentine’s Day: Secret Admirers

3 – Team spirit

4 – Teacup

(INTERNATIONAL) SAFER INTERNET DAY

**Exercise name:** (International) Safer Internet Day

(International) Safer Internet Day falls in the first half of February, days differ

**Exercise purpose:** to become familiar with educational resources on how to use the Internet, to develop habits of mindful Internet use

**Exercise description:** If possible, invite the class to the computer room. Ask pupils to look through the following resources: <https://otwartezasoby.pl/lekcje-cyberbezpieczenstwa-of-facebooka/>

Digital Journey

Media Education

Internet Aces

Students form as small groups as possible, depending on the availability of computers. The students' task is to browse the suggested websites for a few minutes in order to create coherent and interesting material on a chosen topic found in the given resources. Note that topics cannot be repeated – ask the students to decide amongst each other. The report can take a form chosen by the students: virtual (e.g. presentation, quiz) or not (e.g. poster, board game). Give a deadline for presenting the material.

Sample questions and prompts:

What was most difficult and what brought you the most satisfaction?

List the three most important pieces of information you learned whilst surfing.

What surprised you?

What information do you want to share?

Complete the sentence: A safe internet is...

14 FEBRUARY – VALENTINE’S DAY: SECRET ADMIRERS

**Exercise name:** 14 February – Valentine’s Day: Secret Admirers

**Exercise purpose:** long-term fun, which is great for team integration; ability to find allies, exercise empathy; ability to keep a secret; exercise of loyalty.

**Time dedicated to exercise:** instructions, approx. 15 min.; preparation – at least a week; final reveal – approx. 25 min.

**Exercise description:** A week or so before Valentine’s Day, draw lots in the classroom. Everyone draws a card with a friend's name on it and keeps it a secret. You can join in if you and the class want to. During the game we become 'silent admirers/friends' of the person we have drawn. Each friend's job is to show signs of kindness to the person drawn as often as possible, but so that they don't realise who their silent admirer is. Put your creativity to work in the game. You can write poems, prepare personalised gifts, order songs from the radio station or from more musically talented students, prepare treats, etc. As the organiser, you can ensure that each day (or every other day) there is time for a presentation of the tokens of kindness. The recipients then tell you what kind things have been done for them by their secret admirers, and possibly thank them.

On Valentine's Day, it’s time for everyone to disclose. You can make a circle where everyone in the party guesses who their secret admirer was. If the student is unable to guess correctly, the secret admirer reveals him or herself. Then he or she in turn guesses who his or her secret admirer was, and so on.

After all participants have been revealed, you can ask a few questions such as: What did you feel as the recipient or the giver? Which role did you feel more comfortable in, what was the difference? What was the biggest surprise for you? What suspicions did you have about your silent admirer? Who didn't like the game and why?

There is also a class version of the game. Classes in a particular school draw lots for each other and prepare surprises for each other in secret. This can be a game of tag, challenge or other games. These take place on a set day, e.g. 14 February.

FEBRUARY – WEEK 3

**Exercise title:** Team Spirit

**Exercise purpose:** Raising student awareness that despite individual weaknesses and shortcomings, as a team they have a much greater range of talents and skills than they would individually. The exercise helps build morale and trust in the success of the team.

**Time dedicated to exercise:** 45 minutes

**Materials/links:** large sheets of paper (from flipchart or butcher paper) one per team (4-6 people), crayons, markers.

**Exercise description:**

Divide students into groups of 4-6 people.

Ask group members to write down their strengths and individual features on cards,

Ask group members to write down their strengths and individual features that can contribute to the team's success.

Distribute the sheets and markers.

Ask students to draw the embodiment of ‘team spirit' on the whole surface of the sheet, containing the qualities written on the cards. Then ask them to come up with a name for the character and sign/draw its attributes on the sheet.

Students can also collaboratively write a short story about their fantasy character, listing all the achievements that have been made possible by his/her combination of unusual attributes.

Each team presents their character and reads their story to the class.

Reflection questions:

What was difficult/easy when writing out the cards with your traits?

How did you feel as a group member before and after creating your ‘team spirit’?

Who do you think is more likely to succeed: the individual team member or the ‘team spirit’?

FEBRUARY – WEEK 4

**Exercise title:** Teacup

**Exercise purpose:** encouraging positive behaviour

**Time dedicated to exercise:** 30 minutes

**Materials/links:**

plastic cups (1 per person)

1 kg. of sugar

**Exercise description:**

Distribute plastic cups filled with sugar (about 1/3 of a cup) to students, then read the following text:

‘Imagine our self-esteem as a cup. When we are satisfied with ourselves our cup is full.

When we are dissatisfied it is empty. Our cup can be filled by other people when they speak well of us. In turn we can fill their cups by speaking well of them. The cups become empty if we say bad or hurtful things about others. If we keep emptying others' cups, ours will not be filled either. When we tell someone something good but do not believe it ourselves, we do not fill his cup. The person listens to us, but nothing falls into their cup.’

Discuss the text with the class: ask them how they understand it, then ask them to each go up to another person in the class and talk about the text: ask them how they understand it, then ask them to go up to another member of the class and tell them what they are grateful for, make some positive statements, then put some of their sugar in their cup.

Give students time to have the opportunity to approach each person in the class. At the end, ask them to summarise the exercise:

– How did I feel when my cup was filled?

– How did I feel filling the cup of others?

– How do I apply the lessons from the exercise in my life?

**Exercise source:** bit.ly/2Xpthdr (accessed 15.06.2019)

MARCH

1 – Photographic hunt for positive things

2 – 8 March – Women’s Rights & International Peace Day

3 – 21 March – International Day for the Elimination of Racial Discrimination

4 – Train – group differentiation

MARCH – WEEK 1

**Exercise title:** Photographic hunt for positive things

**Exercise purpose:** strengthening positive attitudes, practicing mindfulness, improving interpersonal relationships

**Time dedicated to exercise**: unspecified

**Materials/links:** Smartphone, a place to publish photos online, e.g. a shared photo album on Google Drive

**Reading:** www.focus.pl/artykul/wdziecznosc

**Exercise description:**

Ask students to take photos throughout a week and add them to a shared folder. Each day, they should add a photo based on the topic list:

* A place you love
* Something that makes you feel safe
* Something delicious
* Something your friend likes
* Something that makes you happy
* Something you like to look at
* Something in your favourite colour
* Bonus: Something you are grateful for

In the next lesson, ask students what they understand by gratitude. What does gratitude look like? How does it sound? How does it taste? How does it smell? How do they feel when they are filled with gratitude? Why is it important to be grateful? Display the pictures students have collected throughout the week. Ask selected students to talk about their pictures, what they are grateful for and to whom. Tell students that research shows that people who are full of gratitude are happier and less prone to depression.

You can use the video ‘Want to be happy? Be grateful’ by David Steindl-Rast bit.ly/Steindl-Rast

Make a list of things to be grateful for. Make a list of ways to express gratitude.

Say that gratitude can be practiced, that it is strengthened day by day as long as you remember to reflect and remind yourself what you are grateful for.

Design a ‘30-day gratitude challenge’

example: projektwzorcoffnia.pl/zyciowe-inspiracje/30-dni-wdziecznosci/attachment/30dni-1-2/

8 MARCH – WOMEN’S RIGHTS & INTERNATIONAL PEACE DAY

**Exercise name:** 8 March – Women’s Rights & International Peace Day

**Exercise purpose:** cultivating respect for women and their rights

**Time dedicated to exercise:** 25 minutes

**Materials/links:** Amnesty International: amnesty.org.pl/co-robimy/prawa-czlowieka/ (accessed: 24.05.2019), Amnesty International: ‘Violence against women – a hidden form of human rights abuse’ bit.ly/30JEkfY (accessed: 24.05.2019) Towarzystwo Edukacji Antydyskryminacyjnej: ‘Dyskryminacja a edukacja’ (Discrimination versus Education) (1'10'') bit.ly/2M727U8 (accessed: 24.05.2019)

**Exercise description:** Begin by telling students a quote by the 14th Dalai Lama: ‘Peace can only last where human rights are respected’. To commemorate Women's Rights and World Peace Day, which falls on 8 March, discuss women's rights, the observance of which contributes to world peace. Explain to students that there are many non-governmental organisations that fight for human rights and carry out anti-discrimination activities – one such organisation is Amnesty International (you can find out more about Amnesty International, its activities and projects at: amnesty.org).

Ask students what they know about respect for human rights. If necessary, elaborate on their ideas and explain that human rights are the basic rights that each of us has as a result of being human – these include the right to life, freedom of speech, freedom of association and the right to education. Explain that human rights are universal and inherent in nature. The universality of human rights means that regardless of values, beliefs or religion, everyone has the same rights. The innate nature of rights ensures that they exist regardless of the will of rulers or laws. Human rights are also inalienable, meaning that no one can take them away from us, nor can we renounce them. The inviolability and naturalness of human rights means that they function independently of any authority and we possess them by virtue of our personal dignity. Human rights are indivisible – they form a complete whole (compiled from: amnesty.org.co.uk/what-we-do/rights-czlowieka/). Tell students that they can find out more about human rights at: amnesty.org.co.uk/what-we-do/human-rights/. Tell students about violence against women in the world (based on the article, read it beforehand and summarise it or read extracts/the whole: ‘Violence against women – a hidden form of human rights abuse’ available on Amnesty International's website: bit.ly/30JEkfY.) Ask students to watch the film from Towarzystwo Edukacji Antydyskryminacyjnej ‘Discrimination and Education’ (1'10'') bit.ly/2M727U8. Talk to students about the film, which discusses women’s representation from different perspectives. Ask them what actions should be taken to ensure that women's rights are respected. Moderate the discussion to draw attention to the fact that, above all, stereotypical perceptions of women in society should be combatted. Stress that respecting human rights – including women's rights – is the best way to fight for peace in the world. Ask students to sum up the exercise by completing the sentence: During today's lesson I understood that....

21 MARCH – INTERNATIONAL DAY AGAINST RACISM

**Exercise name:** 21 March – International Day for the Elimination of Racial Discrimination

**Exercise purpose:** shaping anti-discriminatory attitudes towards people from different parts of the world

**Time dedicated to exercise:** 25 minutes

**Materials/links:** Polish Society of Anti-Discrimination Law (PSAL) ‘Powstrzymaj dyskryminację’ (Stop Discrimination): (0'45'') bit.ly/2YIgZcT, ‘Powstrzymaj dyskryminację #2’ (Stop Discrimination #2) (0'37'') bit.ly/2wf21in, ‘Powstrzymaj dyskryminację #3’ (Stop Discrimination #3) (0'51'') bit.ly/2YJFYww, ‘Powstrzymaj dyskryminację #4’ (Stop Discrimination #4) (0'36'') bit.ly/2X14QQ1 (accessed: 24.05.2019)

**Exercise description:** Explain that 21 March is the International Day for the Elimination of Racial Discrimination and that today’s exercise will focus on the phenomenon of discrimination and ways to combat it. Ask students to watch films prepared by the Polish Society of Anti-Discrimination Law with actor Cezary Kosiński in the leading role. The films show the real effects of absurd situations that happen in the lives of people who are discriminated against, including exclusion, invisible barriers in life and harassment. Explain that racial discrimination can affect anyone regardless of his or her place of origin. Ask students to comment on the material they have seen (guidance for discussion: Are the situations presented created for the film or the reality of many people? If the material shows real situations in the lives of many people, how do witnesses to these events react? How do you react? Ask them to justify their answers each time). Divide students into 4 groups and ask them to analyse the video assigned to them, and discuss how to prevent the effects of discrimination in terms of disenfranchisement, exclusion, barriers and harassment. Group 1: ‘Stop discrimination’, group 2: ‘Stop discrimination #2’, group 3: ‘Stop discrimination #3’, group 4: ‘Stop discrimination #4’. After watching the film, each group draws conclusions about how they can support people who are discriminated against on the basis of race. It is worth pointing out that reacting to discrimination as it occurs is very important.

MARCH – WEEK 4

**Exercise title:** Train – group differentiation

**Exercise purpose:**

For the teacher – recognising group roles

For participants – recognising class opinions as well as their own, building skills to talk about personal issues, recognising their own needs and differences.

**Time dedicated to exercise:** approx. 30 minutes

**Exercise description:**

If possible, take the class outside or to the gymnasium. Ask students to form groups of three. Each group forms a train, which consists of a locomotive, the first person, a carriage, the second person and a train conductor – the third person. In each group the persons stand behind the other in the order of locomotive, wagon and train conductor. They hold onto each other's hands. The locomotive has its eyes open, but cannot change directions. The carriage can neither change directions nor open its eyes; the conductor can change directions but has his eyes closed.

Controlling the train is done by squeezing hands. Squeezing the right hand means turning right, the left hand means turning left. When neither hand is squeezed, the train runs straight. The conductor should take into account the speed at which the carriage. Nobody in the group is allowed to say anything during the ride. After a few minutes of play (driving and derailments), the roles in the group change. And then once again, so that everyone experiences the role of the conductor, the carriage and the locomotive.

When the game is over, ask the participants about their impressions. Remember to let everyone have their say and listen to one another.

Sample questions and instructions:

In which role did you feel most comfortable and in which role did you feel least confident? Why? Did you have confidence in your driver? Why/why not?; Did you feel responsible for the group? Why? How did you express this?;How did it feel to have no

influence (to the carriage)? Could you identify who would be who on the ‘ideal’ train created in your group?

APRIL

1 – 2 April – World Autism Awareness Day

2 – Positive class elements – world café

3 – If he were, if she were…

3 – 22 April – Earth Day

2 APRIL – WORLD AUTISM AWARENESS DAY

**Exercise name:** 2 April – World Autism Awareness Day

**Exercise purpose:** raising awareness of the needs of people with autism

**Time dedicated to exercise:** 25 minutes

**Materials/links:**

* SYNAPSIS Foundation videos ‘Autyzm wprowadza zmysły w błąd – zachowania’ (Autism confuses the senses – behaviours) (3'28'') bit.ly/2h2zpDM, ‘Autyzm wprowadza zmysły w błąd – metro’ (Autism confuses the senses – underground) (1'28'') bit.ly/2hQij8Z, ‘Autyzm wprowadza zmysły w błąd – hipermarket’ (Autism confuses the senses – supermarket) (1'18'') bit.ly/2XuKgHT, ‘Autyzm wprowadza zmysły w błąd – finał’ (Autism confuses the senses – finale) (0'30'') bit.ly/2I4TFAF (accessed 08.04.2019)
* envelope, slice of bread, butter, butter knife, ham, cheese, tomato (any), puzzle (about 20 pieces), comb and hair tie
* ski gloves / goggles ( one pair per group)

**Exercise description:** Explain to students that since 2 April is International Autism Awareness Day, it is worth talking about the situation of people affected by autism. Ask the pupils to watch the films prepared by the SYNAPSIS Foundation ‘Autism Confuses the Senses’ starring actor Bartek Topa: ‘Autyzm wprowadza zmysły w błąd – zachowania’ (Autism confuses the senses – behaviours) (3'28'') bit.ly/2h2zpDM, ‘Autyzm wprowadza zmysły w błąd – metro’ (Autism confuses the senses – underground) (1'28'') bit.ly/2hQij8Z, ‘Autyzm wprowadza zmysły w błąd – hipermarket’ (Autism confuses the senses – supermarket) (1'18'') bit.ly/2XuKgHT. Discuss with students how a person whose senses work differently might feel, such as when a person is hypersensitive to stimuli or barely perceives them. Students present their suggestions. Divide into groups and assign each group tasks to be carried out with thick ski gloves or goggles: Group 1 – addressing an envelope, Group 2 – preparing a sandwich from ready-made products, Group 3 – putting together a jigsaw puzzle, Group 4 – making a braid for a person in the class. Ask students to watch the SYNAPSIS Foundation video after completing the exercise: ‘Autyzm wprowadza zmysły w błąd – finał’ (Autism confuses the senses – finale) (0'30'') bit.ly/2I4TFAF. After watching the film, students formulate conclusions on how they can support people with autism in their everyday lives.

APRIL – WEEK 2

**Exercise title:** Positive class elements – world café

**Exercise purpose:** strengthening positive student behaviour

**Time dedicated to exercise:** 30 minutes

**Materials/links:**

* paper, markers

**Exercise description:** Explain that the exercise aims to reinforce positive behaviour for the whole class and to discover everyone’s good sides, where everyone wants to cooperate, share skills and solve possible problems together. Create four groups of students. Invite them to discuss using the 'world café' method. In the classroom the desks are arranged into four ‘café tables’. At each table there are markers, a large sheet of paper that will be used to make a poster, and a question to be answered in discussion. Each group chooses a secretary, who stays at his/her table until the end of the discussion and takes notes of each new group, which changes tables every five minutes. Once the secretary has been chosen, explain that each group has five minutes to discuss the answer to the question at the table. Students suggest to the secretary, who is not involved in the discussion, what he/she should write on the poster. After five minutes, the discussion is stopped and students move clockwise to the next table. The secretary stays in place and, after the change, has the task of reading out the reflections written by the previous group to the next participants in the discussion to make sure there are no repeating answers. The new group discusses and tells the secretary to write down. This means that with each change of seat, the level of difficulty in the discussion increases, as it is not possible to repeat previously presented reflections.

Table 1 – What resources does our classroom have?

Table 2 – What do we need to do to make the collaboration in our class even better?

Table 3 – How can we work together to prevent conflicts from arising in the classroom?

Table 4 – How can we work together to solve conflicts in the classroom if they do arise?

At the end of the discussion, when students have visited all four tables, ask the group secretaries to present their work. Pupils hang the posters in a visible place and each secretary reads out the reflections of their classmates. Explain that awareness of one's own resources, the ability to cooperate, prevent conflicts and solve problems when they arise are the strengths of the class team.

APRIL – WEEK 3

**Exercise title:** If he were, if she were…

**Exercise purpose:** improving communication amongst team members

**Time dedicated to exercise:** 25 minutes

**Materials/links: –**

**Exercise description:** Before the lesson, arrange students in a circle. Tell them that the exercise is aimed at improving communication skills and shows how much the members of the class team have managed to get to know each other. Explain that the exercise consists of each pupil choosing one person from the class, who should then be introduced in a rather unusual way, but without giving away the student’s name:

If he/she were (e.g. a film, it would be a film titled/directed by...)

If he/she were (e.g. an actor, he would be...)

If he/she were (e.g. a dish, he would be...)

Students can present up to five characteristics of their chosen classmate, and the person who guesses correctly has to come up and present next.

Summarise the exercise by asking questions:

What made it easier to characterise a classmate? Why?

What difficulties did you have with this exercise?

Was it easy or difficult to guess who is under the description? Why?

Emphasise that the exercise went well because the pupils communicated with each other, which allowed them to get to know each other.

22 APRIL – EARTH DAY

**Exercise name:** 22 April – Earth Day

**Exercise purpose:** fostering an attitude of caring for the natural environment

**Time dedicated to exercise:** 35 minutes

**Materials/links:**

* information about the movement ‘Stop the plastic pollution crisis’ by Greenpeace: bit.ly/2QlZEng (accessed:24.05.2019)
* information about the movement ‘No More Plastic’: bit.ly/2QkHWjQ (accessed:24.05.2019)
* graphic of the Sustainable Development Goals: bit.ly/30Jbs7R (accessed:24.05.2019)
* news about the Sustainable Development Goals: www.un.org.pl/ (accessed:24.05.2019)
* song by Playing For Change: ‘What a Wonderful World (3'40'') bit.ly/2W627bp (accessed 24.05.2019)
* computers with internet access

**Exercise description:** Tell students that 22 April is Earth Day, but we need to take care of our planet not just on that day, but all year round. International companies are producing more and more plastic used mainly for packaging, and unfortunately 90% of the plastic produced is not recycled. Tell students about actions being undertaken around the world to protect our planet from the flood of plastic that is killing animals: Greenpeace's ‘Stop the plastic pollution crisis’ (bit.ly/2QlZEng) or the ‘No More Plastic’ movement: bit.ly/2QkHWjQ. Tell students that in 2015, the 2030 Agenda for Sustainable Development was adopted by all 193 UN member states and contains 17 Sustainable Development Goals and 169 targets for the world to achieve by 2030 to, amongst other things, combat climate change, protect life under water and on land (compiled from www.un.org.pl/). Show students a graphic of the Sustainable Development Goals and discuss what action each goal requires: bit.ly/30Jbs7R. Explain to pupils what the Sustainable Development Goals are, using the information available at www.un.org.pl/ (you can discuss just a few Goals, but it is important to get students interested in the subject). Play the ‘Playing For Change’ video: What a Wonderful World’ (3'40'') bit.ly/2W627bp Ask students what concrete actions they can take to make the world beautiful. Divide them into groups and invite each group to make flyers encouraging the implementation of the Sustainable Development Goals and turning Earth Day into a day of celebration. The flyers can be made, for example, with the Canva tool: www.canva.com/. Once the flyers have been prepared, download them so that they can be presented onscreen. Print the flyers to distribute to schoolchildren/the local community to encourage them to take care of our planet.

MAY

5 MAY – INTERNATIONAL DAY OF PERSONS WITH DISABILITIES

**Exercise name:** 5 May – International Day of Persons with Disabilities

**Exercise purpose:** understanding the situation of people with disabilities in the modern world

**Time dedicated to exercise:** 35 minutes

**Materials/links:**

* ‘The Butterfly Circus’ (22'35'') bit.ly/2wLgwLg (accessed: 06.05.2019)

**Exercise description:** Explain to students that, as 5 May 2020 is International Day of People with Disabilities, it is worth talking about the situation of people with disabilities and what people with disabilities can expect from others. Ask students how they can realistically help people with disabilities in their daily lives. You could write their ideas on the board.

Ask students to watch the film ‘The Butterfly Circus’ (22'35'') bit.ly/2wLgwLg. Explain that their task will be to watch the short film and answer questions about it. Divide the class into four groups and assign them the following tasks:

Group 1: Why was it humiliating for Will to work alongside other disabled and sick people?

Group 2: How did Mendez, the owner of the Butterfly Circus, perceive the people who worked with him and what effect did this have on them?

Group 3: How should we understand the metaphor related to the care of the butterflies in the jar?

Group 4: How should the words of the owner of the Butterfly Circus be understood: ‘The harder the fight, the more wonderful the victory’?

After the film, give each group time to agree on an answer. After the have finished discussing the questions posed, each group can explain their conclusions. At the end, return to the question from the beginning of the exercise: how can they really help people with disabilities in their everyday life? If they are inspired by the film, ask what made them change their answers (very often the answers of students concern acceptance, tolerance, help in the form of e.g. going shopping; after the film they should point out that people with disabilities are full members of society, who first of all do not count on pity, but on the chance of development and participation in the life of the community).

MAY – WEEK 2

**Exercise title:** Design a board game

**Exercise purpose:** teamwork, creativity and logical thinking, negotiating rules

**Time dedicated to exercise:** 90 minutes

**Materials/links:** drawing paper, markers, modelling clay, buttons, money, etc.

**Exercise description:**

Lesson 1

Ask students to give examples of board games. Ask about basic elements of games: board, dice, cards, pawns, tokens. Ask about the rules, e.g. rolling a six with a die gives you a bonus action, if a pawn lands in ‘prison’ we lost a turn, if a pawn lands on a treasure space – you get a bonus, if you draw a card you have to complete its challenge, etc.

Write student ideas on the board.

Create groups of 3-5. The students’ task is to:

Design a board game based on their experiences of the past school year under the title: ‘What a Year (2019/20)’.

Required elements of the project:

self-made: board, pawns, dice, written instructions for the game. For the next lesson, groups must have the board ready with accessories and finalised game instructions on a separate sheet of paper.

Lesson 2

During the second lesson the groups test each other's games and give feedback based on the game evaluation criteria developed by the whole class. Examples of evaluation criteria: creativity, difficulty, fun, attractiveness, clarity of instructions. Write the criteria on the board. The teams then make improvements to the prototypes and pass them back to the next group for testing. The finished games can be presented to parents at the next conference.

Questions for students: What was the most difficult? What was easy and why? To what extent did you contribute to the development of the game? Are you satisfied with the outcome of the group work? Suggest at least one change that your group could make to improve the outcome of the collaboration.

15 MAY – INTERNATIONAL DAY OF FAMILIES

**Exercise name:** 15 May – International Day of Families

**Exercise purpose:** developing an attitude of respect towards different models of modern families

**Time dedicated to exercise:** 25 minutes

**Materials/links:**

* answergarden.ch/943156 (accessed: 24.05.2019)
* paper, newspapers, scissors, glue

**Exercise description:** Ask students to scan the QR code using their mobile devices. After scanning the code, they will be directed to answergarden.ch/943156, where they are asked a question: Who is my family? Students type in their answers. After refreshing the page, the screen will show a mind map created from everyone’s answers. Answers can be entered several times. Discuss the created mind map with the class. Tell students that contemporary cultural changes also influence the Polish family model. The Centre for Public Opinion Research indicates that the number of divorces is increasing, Poles are postponing the moment of starting a family and entering into marriage later in favour of informal unions. The CPOS survey, which presents the latest data and was published on 1 April 2019, involved 928 people. Discuss with students the latest survey results from the Centre for Social Opinion Research website: bit.ly/2WeC7dp. Explain that 15 May is International Day of Families. Based on the information and ideas shared during the lesson, it is worth drawing their attention to the fact that regardless of the preferred model, every family should be respected. Ask students to sum up the discussion in the form of a poster made of newspaper clippings.

31 MAY – WORLD NO TOBACCO DAY

**Exercise name:** 31 May – World No Tobacco Day

**Exercise purpose:** building creativity, anti-nicotine stances

**Time dedicated to exercise:** 15 minutes

**Exercise description:** Ask students to give their associations with the word 'cigarette'. Everyone gives one suggestion and you write them on the board. Then, together with the students, try to group them in such a way as to separate out the negative associations associated with cigarettes. Then each pupil composes a short (humorous) poem about the negative effects of smoking. The poems utilise the ‘lepieje’ (better) form – that is, they begin with the phrase ‘it’s better to..’, e.g.: ‘It’s better to have no clothes than a pack of smokes’.

JUNE

1 – 3 June – Savoir-Vivre Day

2 – 12 June World Day Against Child Labour

3 – The Fairy Tale of Warm and Fluffy

3 JUNE – SAVOIR-VIVRE DAY

**Exercise name:** Savoir-Vivre Day (Social Convention Day)

**Exercise purpose:** forming habits of cultural behaviour in everyday life and attitudes of respect towards oneself and others

**Time allotted**: 35 minutes

**Materials/links:**

* bit.ly/2F1o4Oj (accessed: 20.05.2019)
* paper, markers, paints, glue, scissors

**Exercise description:** Ask students what they are proud of in terms of their behaviour and manners. Ask them to justify their answers. Then ask what they understand by the phrase ‘savoir-vivre’. If necessary, explain that savoir-vivre (French: savoir - to know, vivre - to live, ‘knowledge of life’) is the knowledge of customs, social norms and politeness characteristic of a given group, and the rules of savoir-vivre refer mainly to: setting a table, serving food, eating and drinking, appropriate clothing, forms of communication and behaviour in specific situations.) Explain to students that 3 June is savoir-vivre day, but it is worth following the rules of politeness every day to show respect to others and also to strengthen their own self-respect. Put students into four groups and ask each group to make a poster entitled ‘Teenage Savoir-Vivre’, in which they present the rules of politeness that should apply to young people every day – not only on 3rd June. Ask them to include ideas of table manners, appearance, social forms, communication and behaviour in special situations. After the posters have been prepared, each group makes a presentation, indicating which rules of politeness will accompany them on a daily basis, justifying why they are important in developing an attitude of respect towards others and themselves.

JUNE – WEEK 2

**Exercise title:** Organising a campaign against child labour

**Exercise purpose:** raising student awareness of child exploitation in the world and of forms of protest against child labour; practicing creativity, cooperation, communication and teamwork skills

**Time dedicated to exercise:** 45 minutes

**Materials/links**: Short animation about child labour

1 – [www.youtube.com/watch?time\_continue=30&v=ge8fjihYHZI](http://www.youtube.com/watch?time_continue=30&v=ge8fjihYHZI)

film from TVN24:

2 – tvn24bis.pl/ze-swiata,75/150-mln-children-jest-zmuszanych-do-work,550817.html

Poster to print or display:

www.un.org/en/events/childlabourday/assets/pdf/wcms\_667179.pdf

3 – Pictures of children to be displayed: wiadomosci.dziennik.pl/swiat/zdjecia/522838,8,12-czerwca-

world-day-of-opposition-to-work-children-exploited-working-children-photos.html

A3 or flipchart paper sheets, markers, newspapers, glue, colourful paper, etc.

**Exercise description**: Play the video (1) and ask about the topic of the video, why the children play ball and the boy does not.

Give a definition of child labour:

*International Labour Organisation definition (2005)*

*‘The term ‘child labour’ is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and/or interferes with their schooling by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.’*

*The phrase ‘worst forms of child labour’ refers to:*

*a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;*

*b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;*

*c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;*

*d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children*

*Convention No. 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour [ILO Convention*

*No. 182: Worst Forms of Child Labour Convention] (1999), Article 3, International Labour Organization, Geneva.*

/fdds.co.uk/knowledge-base/child-forced-work-ang-child-labour

Ask students to define 'child labour' in their own words.

Tell them that in many countries around the world, children are used as child labourers (you can play video 2).

*‘According to UNICEF, up to 150 million children worldwide between the ages of 5 and 14 are forced to work. In sub-Saharan African countries, nearly 1 in 4 children work in conditions that affect their health and physical, mental and social development.*

*In South Asia it is 12% of children and in Central and Eastern Europe it is 5%.*

*Working children do not go to school, play or receive adequate care. They work in conditions that are harmful to their health and life. More than half of them perform the worst forms of work for long hours, often using dangerous equipment and heavy weights. They work in mines, households, industrial plants and in agriculture. Girls are often sold into brothels and boys are recruited into the armed forces. They serve as smugglers and often as slaves. It is estimated that 11.3 million girls in the world are forced into slave servitude in households.’*

*Source:* [*www.unicef.pl/Centrum-prasowe/Informacje-prasowe/150-mln-dzieci-na-swiecie-pracuje*](http://www.unicef.pl/Centrum-prasowe/Informacje-prasowe/150-mln-dzieci-na-swiecie-pracuje)

Ask students to give examples of organisations that tackle the exploitation of children (allow time to search for information online). Ask how organisations fight for children's rights. If students do not give examples, write the names of the organisations on the board. Ask students about the different forms of protest that social organisations take. Write examples on the board (writing letters to decision-makers, social media campaigns, such as profile picture frames, posters, fundraising, concerts).

**Examples of organisations:**

1 International Labour Organisation - World Day Against

Against Child Labour Day – posters, Music Against Child Labour – concerts, Red Card to Child Labour – celebrity appeals on social media

https://www.ilo.org/ipec/Campaignandadvocacy/lang--en/index.htm

2 Unicef – collecting donations for children

3 Stopchildlabour.org - corporate commitment to reduce child labour

JUNE – WEEK 3

**Exercise title:** The Fairy Tale of Warm and Fluffy

**Exercise purpose:** to say goodbye to the class, strengthening individual participants

**Time dedicated to exercise:** approx. 5-10 minutes

**Exercise description**: The teacher asks the pupils to sit in a circle, and then

reads to them ‘A Fairy Tale about Warm and Fluffy’. When the last sentence is spoken, the teacher turns to the right side, says the name of the pupil sitting there.

 (‘What happens next depends on you, Matthew’) and holds out their hand.

If the student can’t think of a continuation, the teacher encourages him to shake hands with his or her neighbour and say the words: ‘What happens next depends on you…’ and the appropriate name.

The lesson/exercise ends with closing of the circle.

**Content of the fairy tale:**

‘Once upon a time there was a town whose inhabitants all lived in complete harmony with each other, They were healthy and happy. This was because of a secret. Well, each new-born inhabitant of the town was given a bag with Warm and Fluffy, which had a peculiar quality –the more of it you gave out to others, the more you received. Therefore everyone freely gave Warm and Fluffy to each other knowing that there would never be a shortage.

Mothers gave Warm and Fluffy to their children when they returned home. Husbands and wives gave them to each other as greetings, on their return from work, before going to bed. Teachers handed them out at school, neighbours on the street and in the shop, friends at every meeting. Even the menacing boss at work often reached into his bag with Warm and Fluffy. Nobody got sick or died there, and happiness and joy lived in all homes. One day, an evil witch came to town, who lived by selling people medicine and spells against various illnesses and misfortunes. She quickly realised that she would earn nothing here, so she decided to take action. She went to a young woman and, in the greatest secrecy, told her not to use her Warm and Fluffy too much, because in the end its supply would run out, and to warn her loved ones. The woman hid her bag deep at the bottom of the wardrobe and urged her husband and children to do the same. Gradually, the news spread all over the city and people hid the Warm and Fluffy wherever they who could. Soon, illnesses and misfortunes started to spread in the town, more and more people started dying. At first, the witch was very happy: the door of her house in the distant suburb would not close. But it soon became clear that her medicines were not helping and people started coming less and less. So she started selling Cold and Spiky, which helped a little, because it was – admittedly – not the best, but it was a commodity. People were no longer dying so quickly, but their lives continued amidst illnesses and misery.

And maybe it would have been like this until today, if a certain woman had not come to town, who did not know the witch’s lies. According to her needs, she started to give all the Warm and Fluffy to her children and neighbours. At first people were surprised and didn't even want to take it – they were afraid that they would have to give it back. But no one could stop the children! They took it, they were happy, they pulled out their forgotten bags from various hiding places and began to give them away as before. It remains to be seen how this fairy tale will end. What happens next depends on you... ‘