

PART 2. PRACTICAL GUIDELINES FOR DEVELOPING THE EMOTIONAL INTELLIGENCE WITHIN THE SCHOOL ENVIRONMENT

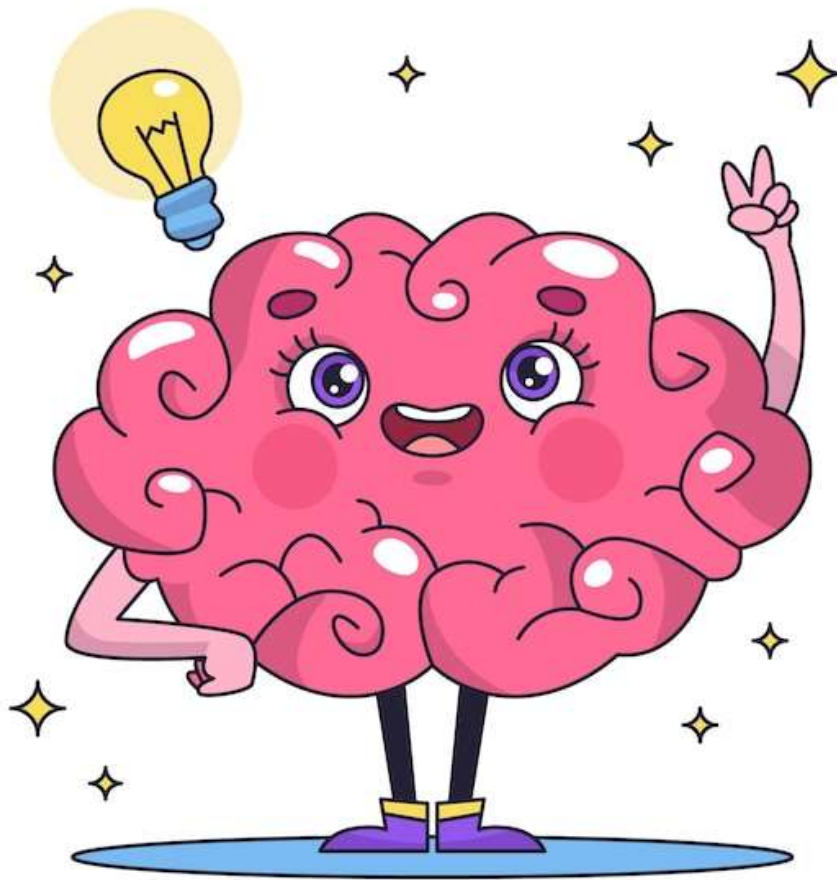
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Guidelines for teachers

6.1. Principles of working in a trans-disciplinary way

Working in a trans-disciplinary way involves collaborating across different disciplines to address complex problems. Educational studies have long-time proven that working in a trans-disciplinary way is very effective because pupils are able to make connections between different concepts from different fields of study and have a better understanding of the knowledge they learn and of the environment they live in. This is because our brain relies very much on the process of association when learning and integrating new knowledge with old ones, so the more connections a pupil is able to make between different notions, the better level of comprehension and logic learning he/ she will reach.

Here are some key principles of working in a trans-disciplinary way:

- ⊙ **shared goals** - collaborators should have a common understanding of the problem and shared objectives, focusing on the broader goal rather than disciplinary boundaries;
- ⊙ **open communication** - effective communication is essential to bridge disciplinary gaps, fostering mutual understanding and respect;
- ⊙ **diverse expertise** - involve experts from various fields to bring diverse perspectives and knowledge to the table;
- ⊙ **flexibility** - be open to adapting methods and approaches from different disciplines to suit the specific problem at hand;
- ⊙ **integration** - integrate insights and findings from multiple disciplines to create a holistic understanding of the problem;
- ⊙ **continuous learning** - embrace a mindset of lifelong learning and be willing to acquire new skills and knowledge from other disciplines;
- ⊙ **problem-centred approach** - focus on solving real-world problems rather than

staying within the confines of disciplinary boundaries;

- ⊙ **interdisciplinary leadership** - effective leadership is crucial to facilitate collaboration, manage conflicts, and guide the trans-disciplinary process;
- ⊙ **respect for differences** - recognize and appreciate the differences in language, methodologies, and perspectives among disciplines;
- ⊙ **evaluation and reflection** - regularly assess the progress and impact of trans-disciplinary work, making adjustments as needed.

Trans-disciplinary work can lead to innovative solutions for complex issues, but it requires commitment, flexibility and a willingness to bridge disciplinary divides.

6.2. Principles of working with pupils with behavioural problems

Given that behaviours considered deviant from the social norm generate community problems, affecting social environment on a larger scale, their correction and prevention also falls within the scope of school education.

Specific behavioural problems which occur in pre-teen and teenage years:

- ⊙ **attention instability/ attention deficit** - often associated with hyperkineticism - the pupil is constantly on the move, talks loudly, answers without being questioned, disturbs the learning atmosphere of the class, sometimes causing general indiscipline; such pupils are unable to concentrate their attention for long periods of time, get bored quickly and solve tasks of any kind in an impulsive way;
- ⊙ **laziness/ tendency to avoid tasks** - it may have an organic substrate, when it is characterised by a decrease in the ability to study as a result of organic disorders, sensory-motor defects, mental overwork etc., or it may be character related, when it is a tendency to deliberately not carry out school tasks or other sorts, as a form of opposition to intellectual or physical

effort or to certain situations or rules, which are considered unfair;

- ⊙ ***pathological lying*** - excluding isolated cases of lying for fear of punishment, often found in children - is a product of insufficient self-control, an expression of the individual's emotional poverty, inadequate personality development or mental deficiency, and it is usually destructive;
- ⊙ ***skipping classes*** - appears as a tendency of the pupil to escape the environment, sometimes even becoming a form of protest against the rules imposed in school: the pupil who skips school considers his/ her act as a punishment for the teachers who force him/ her to do things against his/ her will, imposing rules which he/ she does not understand and does not adhere to;
- ⊙ ***vagrancy*** - is defined as not having a permanent residence for a longer period of time (at least a few weeks); this phenomenon may be caused by dissatisfaction with the living conditions in the family (e.g. physical or mental abuse, hyper-severe upbringing etc.) or other conflicting psychological states; a particular cause of running away from home is the overprotective attitude of parents towards their offspring, who have reached adolescence and want more independence;
- ⊙ ***dropping out of school*** - is largely due to repeated failure in school tasks, with a major influence on the pupil's self-esteem and a tendency to escape from an environment in which they feel uncomfortable; the overly harsh and insensitive behaviour of teachers and parents also contributes to dropping out;
- ⊙ ***negativity*** - consists in expressing a seemingly unjustified attitude of refusal to perform tasks and passive or active resistance to external or internal demands; such pupils display indifference, apathy, stubbornness, opposition, obstinacy, destruction of school supplies or toys etc.;
- ⊙ ***aggressiveness*** - is a person's tendency to act out violently and can take the form of self-aggressive acts (e.g. pulling out hair, biting nails, skin cutting or even suicide) or hetero-aggressive acts,

directed against others (ranging from verbal violence to physical aggression); usually, pupils' aggression is closely linked to frustration, most often caused by a lack of affection or an induced sense of self-worth, which also plays an important role in self-injury acts, with which the pupil tries to punish himself;

- ⊙ ***theft*** - is characterised by the fraudulent removal of certain goods, of lesser or greater value, belonging to another person or even to the school; theft may have various reasons: out of necessity, for training purposes, the instigation of others, to test one's skills, as a reaction of imitation or as an act of protest or revenge;
- ⊙ ***drug addiction and alcoholism*** - are addictive behaviours involving the consumption of substances which are harmful to the body; most of the time, pre-teens and teenagers who end up using alcohol or drugs do so initially out of curiosity or out of the desire to show-off in order to feel accepted by a certain peer group and, gradually, occasional drug use becomes a habit, consumption becomes dealing, thus leading in many cases to severe addiction and eventually death if no timely action is taken; not all pupils who encounter consumption opportunities become addicts, as addiction is always related to an unfulfilled attachment need, which the individuals are actually trying to compensate by the harmful substance abuse;
- ⊙ ***difficulties in the sexual sphere*** - are, on one hand, generated by the desire to be original and to draw attention to oneself, especially if the pupils in question come from family environments marked by indifference and abuse, and, on the other hand, they are directed to hurt those who have been the cause of their own suffering, especially to punish parents for not being emotionally available and not showing enough care.

The measures to prevent and counteract behavioural problems during teenage-hood are all aimed at removing or mitigating risk factors, which determine, form or trigger deviant behaviour. These measures also include ensuring conditions for the harmonious development of the developing

personality and the need to promote a social policy appropriate to combating juvenile delinquency.

Measures to prevent and fight deviant behaviours may be aimed at the family environment, the school environment or at the society as a whole. The main measures to be taken against deviant behaviour in the school environment are:

- ✍ avoiding overburdening by drawing up analytical programmes appropriate to the pupils' age and stage of intellectual development;
- ✍ respecting the holidays and rest periods, which are necessary for the physical and psychological recovery of the pupils integrated into the education system;
- ✍ educating teachers by encouraging them to attend training courses and seminars and to learn new teaching methods and practices;
- ✍ emotional education - as this life stage is a fertile field for overwhelming emotions, teenagers need to be offered support in understanding and dealing with their emotions;
- ✍ sex education - as sexual life is a natural aspect of an individual's existence, but can give rise to significant intra-psychic conflicts, it is necessary to inform young people about this aspect of life;
- ✍ school and professional orientation - education and professional life are also important elements of an individual's existence and failure in these areas is a major frustrating factor for young people, which can lead to deviant behaviour.

It should be noted that all complex approaches require the collaboration of specialists from various fields of activity. Thus, the formation of multidisciplinary teams is a key element in the success of programmes for the prevention and counteracting juvenile deviant behaviour.

Also, teachers should keep in mind the fact that teenagers who already demonstrated deviant behaviours will usually face a change of the community's perception of them, which in turn draws with itself marginalisation and exclusion. It is therefore useful to set up a social support network for the adolescent with

behavioural problems in order to provide the support needed to get through this period - social support networks can be a decisive factor in the success of programmes to deal with behavioural problems. This network should also include the pupils' teachers or head-teachers in order to prevent further school maladjustment and to support the adolescents' integration and school functioning.

6.3. Practical activities

With any question that provokes reflection, the teacher can develop the emotional intelligence of pupils.

A very opening and, at the same time, simple method of achieving various development goals in both individual and group work is the method of unfinished sentences. The teacher starts the sentence and the pupils have to finish it.

This method can be used for various purposes: summarizing activities, working with difficulties, expressing emotions, building good relationships in the group. It may be used both in individual and group work, although when using it in group work, remember to leave pupils the opportunity to refuse to finish some sentences if, for example, the topic is too difficult.

The teacher invites all pupils one by one to finish the given sentences. If any of the pupils does not want to speak on a given topic - the teacher will leave this possibility and will not press for a statement. If other pupils want to add something during the completion of sentences - the teacher does not forbid them to do so. The conversation can take on a tone of free speech and when the topic is exhausted, then the teacher proposes another sentence to be completed.

Examples, by categories of sentences:

- **describing the facts:**
 - During our work, my task was...
 - My job was...
 - During the execution of the task it happened...
- **describing strengths:**
 - In my opinion, the best realized aspect of the work was...

- If I had to do this task again, I would definitely repeat...
- I did best...
- **describing areas for improvement:**
 - In my opinion, the worst aspect of the work was...
 - The thing that went the worst for me...
 - If I had to do this task again, I would certainly do differently...
- **collecting educational benefits (this type of sentence can be used in situations of failure and difficulty):**
 - Doing this task taught me...
 - The most developmental task for me was... because...
 - The element of the project that was a challenge for me was...
 - This difficulty taught me...
- **planning their next actions:**
 - In my opinion, next time I'll do...
 - The issue that I will change in the next project will be...
 - If I had to pick one particular thing to change, it would be...
- **summarizing and opening up about emotions:**
 - Finally, I would like to add that... (this sentence usually reveals what people really care about and how they feel)
 - I would like to thank you for...
 - The most moving moment was...
 - The greatest joy aroused in me...
 - The most motivating aspect of the work was...
- **building good relationships in the group:**
 - What you don't know about me yet...
 - I really like our group for...
 - The moment that I liked the most in the "life" of our group was...
 - I would like to thank the group for...
 - I would like to apologize to all of you for...
 - In order for everyone in our group to feel better, I commit to...



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SELF-AWARENESS



◎ Focusing on emotions and inner world:

1. *Creating a group glossary of emotions and attitudes*

The teacher should identify words which reflect emotions and attitudes that are meaningful to his/ her class and should take a few minutes of every class to define such a word and have the pupils write it down in their notebooks. At the end of the semester/ year, the teacher asks the pupils to organize the words in an alphabetical order and copy them in a special notebook or repertoire.

Example: *ADAPTATION*

*The word "adaptation" has two meanings. The first means **adapting something to another use**, remaking it to give a new character. Therefore, it is possible to adapt a literary work, i.e. adapt it to the needs of film, radio, theatre or television. You can also adapt a building and make it fulfil a completely different function - for example, change a hotel into a hospital. The second meaning refers to human life and means **adaptation to new social conditions or a new environment**.*

2. *What evokes my emotions? Complete the sentences*

The pupils sit in a circle. The teacher asks them to complete the following sentences:

- I feel satisfied when...
- I feel disappointed when...
- I am angry when...
- I am afraid when...
- I am surprised when...

3. *When I feel..., I need*

The teacher asks the pupils to finish the sentences:

- When I'm sad, I need...
- When I feel angry, I need...
- When I'm scared, I need...
- When I feel joy, I want to.../I like....

4. *Emotions evoked by the topic of the class*

When presenting the purpose of the lesson or summarizing the lesson, the teacher may ask the pupils to finish one of the following sentences:

- I feel about it...
- The emotion that reminds me of this is...
- When I think about it, the first feeling that comes into my heart is...
- The sensation / emotion that has recently accompanied me most often is...

5. *Something about me*

At the beginning or end of class, the teacher asks a question (to one or more pupils) and asks the same question in subsequent classes until all pupils have commented on the topic.

Questions may include the following:

- ✓ My favourite activity
- ✓ A person I admire
- ✓ My craziest dream
- ✓ My favourite place
- ✓ My idea for a perfect Saturday afternoon
- ✓ My favourite vacation
- ✓ Something I like to do alone
- ✓ Something I like to do with my family
- ✓ One thing I do well
- ✓ If I could have one wish fulfilled, it would be...
- ✓ Who I would like to be
- ✓ Something of my culture/ background/ history that I respect
- ✓ Something you would never know about me if I hadn't told you

6. *In my backpack*

The teacher asks the pupils to choose an object from their backpack that says something about them. Then the pupils will tell something about themselves on the basis of the object which they have chosen.

Examples: I am punctual and organized (notebook);
I can solve difficult matters (scissors);
I like to be in touch with others (telephone) etc.



◎ Focusing on the body:

7. Alternating movements

The teacher asks the pupils to perform exercises with special attention to the signals coming from the body¹:

- Crossing straightened arms in front of the chest so that the left hand is higher and then the right hand.
- Touching the right elbow with your left hand and vice versa
- Touching the right ear with your left hand and vice versa.
- Touching the right knee with the left hand and vice versa.
- Touching the right heel with your left hand and vice versa.

8. Calming position

The teacher asks the pupils to sit and assume a position by doing the following movements, in order (without giving up the previous movement)²:

- a) cross your legs at the ankles;
- b) stretch out your hands in front with thumbs up;
- c) give a thumbs down;
- d) cross your hands (thumbs all the time pointing down);
- e) intertwine your fingers;
- f) put your fingers clasped under your chin as you move towards the floor;
- g) rest your chin comfortably on clasped hands;
- h) close your eyes;
- i) the tongue "sticks" to the palate;
- j) breathe freely.

Exercise time: approximately 2 minutes. The teacher should gradually lower the voice during the exercise. At the end the teacher invites the pupils to relax the body.

9. Exercise the elephant

The teacher invites the pupils to follow the instructions: "Stretch your left arm forward, the back of your palm up, put your head on the arm of the outstretched hand, legs slightly bent, small straddles. We draw in the air voluminous lazy eights (ear glued to the shoulder). We straighten the whole body. Then the same with the right hand."

10. Drawing with both hands

The teacher invites the pupils to draw in the air with both hands simultaneously lines and shapes. Each hand moves in the opposite direction of the other, as a mirror reflection of it.

11. Owl exercise

The teacher invites the pupils to follow the instructions: "Grab with one hand the muscles of the opposite shoulder, slowly turn your head to the left and then to the right, keep your chin straight. Let your head reach as far as possible to the right and to the left to relax the cervical muscles. Inhale when the head is turned towards the side where the hand holds the arm, exhale during the rotation of the head to the other side."

¹ Exercise taken from the Dennison method; Paul and Gail Dennison developed a set of physical exercises, based in neuroscience, which are supposed to improve children's ability to learn.

² Ibidem.

SELF-MANAGEMENT



1. *Deep breath*

The teacher invites the pupils to follow the instructions: “Close your eyes, take a deep breath and then slowly let the air out. Focus on the movement of the chest and try not to think about anything else. If you have a race of thoughts in your head, acknowledge them, but don’t focus on them, let them go, focusing on the breath instead.”

2. *Windmill - breathing exercises*

The teacher invites the pupils to follow the instructions: “Stand straight with your arms outstretched to the sides. Inhale the air deeply to fill the lower part of your lungs and let the diaphragm rise, making room for air. Continue to inhale and feel the lower part of your ribs and chest rising, while the middle part of your lungs fills with air. Twist your arms back several times. Change direction and twist your arms forward or each one in a different direction, like a fan. Exhale deeply through your mouth and feel your lungs emptying slowly.” The teacher repeats the instructions a few times and leads the exercise without interrupting:

3. *Dandelions*

The teacher invites the pupils to follow the instructions: “Imagine a meadow full of dandelions, breathe calmly for a moment, then take a deep breath and make the seeds of imaginary dandelions swirl through the air with your exhalation.” The exercise is repeated several times.

4. *Elements of Jacobson's relaxation training³*

The teacher invites the pupils to sit comfortably and follow the instructions:

- clench your fists when relaxing the rest of the muscles of the body;
- tighten and relax the abdominal muscles;
- tighten the eyelids, wrinkle your forehead, make a spout from your mouth, press your tongue to the palate;
- feel the difference between tensing and relaxing.

5. *Writing in the air*

The teacher invites the pupils to follow the instructions: “Take a deep breath and stretch out your right hand in front of you or, if you're left-handed, your left. Now stick out two fingers and start writing your name, trying to make the individual letters as large as possible. Do this calmly and attentively, trying to breathe deeply.”

³ Exercise taken from the progressive muscle relaxation techniques, developed by Edmund Jacobson; the idea behind the techniques is that there is a connection between a person’s mind and body.

6. Focus on the object

The teacher invites the pupils to follow the instructions: "Choose any object (pencil, mouse from your computer and really focus on it one minute. Pretend to see it for the first time. See its shape, texture and construction." This will help pupils clear their mind and regain contact with all the objects around them.

7. Countdown

The teacher invites the pupils to count backwards from 100 to 10, from 3 to 3.

Example: 100, 97, 94, 91....

8. Creative visualization - mountain landscape

The teacher invites the pupils to follow the instructions: "Sit back and close your eyes. Imagine that you are on top of a mountain. You look around and the view is breath-taking. Focus on what you can see, hear and feel. Enjoy it."

9. Colour of the day

This exercise helps to increase pupils' mindfulness and perceptiveness. In the morning, the teacher chooses the colour that will be the "colour of the day". It could be a colour pupils like or just one that's easy to spot (especially at first). Then, throughout the day, the teacher reminds the pupils to pay attention to objects that are in this colour and to try to look at them long enough to observe as many of their characteristics as possible.

10. Attentive listening

The teacher invites the pupils to follow the instructions: "Close your eyes for a moment and focus on the sounds of the environment, notice all the sounds coming from the room you are in, but also coming from behind windows or doors. Try to absorb the sounds with every cell of your body."



SOCIAL AWARENESS



1. *Try to understand me*

The teacher divides the pupils in pairs. One pupil tells a story from his life. The other listens and tries to name the emotions experienced by the speaker at that time. Then they switch roles.

2. *What do the people depicted in the pictures feel, think and say?*

The teacher invites the pupils to independently offer conjectures on what the people depicted in the pictures (from their study books) may feel, think and say. It is important to discuss the thoughts, feelings and statements of all the people depicted in the pictures during the conversation.

3. *Imagine*

The teacher describes a situation from every-day life and asks the pupils to imagine they are living it.

Examples:

- the pupil gets a high five for the test;
- the pupil gets a bad grade, although he spent a lot of time preparing for the test.

The teacher asks the pupils to describe:

- What do they feel in the particular situation?
- How do they express it (body posture, facial expressions)?
- How do they behave in that particular situation?

4. *Why is that?!*

The teacher invites a volunteer from the class to assume a pose of his/ her choice (body posture, facial expression). The task of the class is to indicate what situation could have caused such a pose and discuss the emotions and thoughts of the person in the given pose - the ideas of the pupils and then the idea of the volunteer.

5. *Speaking the language "ka"*

The teacher invites the pupils to learn a new language: each word is divided into syllables, and each syllable is preceded by the specific syllable "ka" (the class may also choose their own syllable or change it on different occasions: for example: "me", "bu" etc.).

Example: ka-the-ka-day-ka-be-ka-gan-ka-slow-ka-ly

6. Pantomime

The teacher divides the class into 4 groups. Each group gets a board with emotions. A representative of the group draws from a bag a random note naming an emotion. Then, with the help of gestures and facial expressions, the pupil shows to his group the random emotion and the group has to guess it. If the group guesses the emotion presented, it receives one point.

<https://kreatywnapedagogika.files.wordpress.com/2017/02/emocje.pdf>

7. How to explain it?

The teacher informs the pupils that their task is to give reasons for each situation:

- A young man runs down the street.
- Mother gives her child a slap.
- An elderly man leaves a self-service store with a roll he didn't pay for.
- A pupil puts a pin on a chair.
- In the break, a friend hits a colleague on the back.
- The owner of the dog thoroughly brushes the animal every day.
- At a party, your peer drinks alcohol.
- A seven-year-old child walks down the street and cries.
- On a cold winter day, a child without a jacket sits at the bus stop.

Pupils list as many possible causes that could explain the behaviours of the people in the above-mentioned situations.

Finally, the teacher may ask pupils:

- ❖ whether and what difficulties they had in completing the task;
- ❖ whether they were surprised by the number of potential causes of people's behaviour;
- ❖ whether they interpret human behaviour more often by a single cause or whether they take into account different possibilities;
- ❖ what is the importance of the ability to take into account different motives of human behaviour for the relationships between people.

8. Interpretations

The task aims to develop the ability to adopt different perspectives in interpreting social situations, by showing the diversity of motives of human behaviour.

The teacher offers pupils descriptions of several situations and characters that they need to reflect upon and identify potential emotions and thoughts for:

- I. It's summer. Beautiful weather persists for a week. In the evening, the forecaster on duty announces several days of rainfall. How would the following people react to this news: a holidaymaker in a seaside town, a farmer, a homeless man, a man suffering from hypertension, a doctor in a sanatorium for children suffering from rheumatism?
- II. An uninsured private shop was completely robbed. For lack of evidence, the investigation was closed. How would the following people react to this news if they read the information in the newspaper: the shop owner, the thief, the investigating policeman, the regular customer of the store, the director of the insurance company?
- III. Television news reported that scientists have found an effective cure for cancer. How would the following people react to the news: a cancer patient waiting for surgery, the head of the oncology department, a man considering quitting

smoking for fear of lung cancer, the health minister, a five-year-old child, a member of the Nobel Prize awarding committee, a man suffering from AIDS?

Finally, the teacher may ask pupils:

- ❖ whether and what difficulties they had in completing the task;
- ❖ whether they were surprised by the different people's perceptions of the same situation;
- ❖ what does the perception and interpretation of the situation depends on;
- ❖ what is the importance of the ability to take into account different motives of human behaviour for relationships between people.

9. In his/ her place - developing the ability to put oneself in other people's shoes

The teacher reads the descriptions of individual situations in turn. Pupils reflect individually on how they would act in the place of the hero of the situation and then they share with the class or in groups what solutions they chose and what were the motives for their decision. Together they are considering other possible solutions in such situations.

Examples of situations:

- I. Eve attends her last year of high-school. She has been passionate about philosophy for a long time. Her parents do not agree that their daughter studies such an "impractical" direction. They want her to study law or medicine. The time to submit documents for studies is approaching. If you were Eve, what would you do?
- II. Mark found a homeless dog on the street. He knows his parents wouldn't be happy if he brought it home. What would you do if you were Mark?
- III. Andrew and Paul have been friends for many years. Recently, they haven't kept contact so frequently. Andrew accidentally learned that Paul had been seen in the company of drug users. What would you do if you were Andrew?
- IV. Several pupils in the class gave up the idea of skipping the Maths class. Other colleagues expressed their willingness to skip the class together. Ania thinks that the idea is stupid - she does not want to run away from lessons. What would you do if you were Ania?

Finally, the teacher may ask pupils:

- ❖ whether they were surprised by the multitude of possible solutions and motives for people's actions in certain situations;
- ❖ how they usually judge people's actions: guided by their point of view or trying above all to understand their motives;
- ❖ what consequences can result from making judgments about other people only from the perspective of one's own experiences and views;
- ❖ what they learned about themselves.

10. Kaleidoscope of reactions - developing the ability to anticipate and understand the reactions of others⁴

The teacher divides the pupils in pairs. Their task is to determine how the partner would behave in the following situations:

- someone poked him/ her;
- the saleswoman did not give him/ her back the right amount of money;

⁴ Source: M. Chomczyńska - Miliszkiewicz, D. Pankowska "Like school" Group exercises for educational work. School and Pedagogical Publishing House. Warsaw 1998.

- he/ she got a punishment for talking in class;
- his/ her dog has died;
- he/ she got lost in the forest.

Pupils confront their assumptions. The exercise can be repeated by changing partners.

Pupils share their experiences:

- ❖ to what extent their assumptions proved to be correct; what it depended on;
- ❖ what they rely on when formulating their predictions about their partner's reaction.

11. Pantomime expression of feelings

The teacher asks volunteers to pantomime different feelings (e.g. fear, anger, despair, shame, irritation, hostility, suspicion). The remaining pupils, through the analysis of non-verbal messages, are to guess what emotion it is.

The discussion should focus on the search for universal meanings of nonverbal signals:

- what happens to the face of a joyful, worried, frightened person?
- what happens to the hands of an intimidated, nervous, friendly person?
- what happens to the torso of a person interested in the situation, embarrassed?
- what happens to the legs of a helpless person who wants to make contact with someone?



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RELATIONSHIP MANAGEMENT



1. *Creative thinking*⁵

The teacher invites each pupil to draw a card and to answer the question written on it:

- What is needed for scientific discovery?
- What is needed to climb a high mountain?
- What is needed to help others?
- What can be counted?
- What can be opened?
- What can be fixed?
- What can get tangled?
- What can be exhausted?
- What does man have too much?
- What does man have too little?
- What can't be skipped?
- What can't be seen?
- What is interesting about dust?
- What is interesting about dry leaves?
- What is interesting about a snail?
- What is pink and soft?
- What is yellow and edible?
- What is small and exotic?
- What is shiny and expensive?
- What is white, soft and edible?
- What is green, round and hard?
- What if the shoes came to life?
- What if all people looked the same?
- What if our eyelashes grew as fast as our hair?
- What if the number 3 was abolished from tomorrow?
- What is it: such a thing, with such a thing, but without such a thing?
- What does the ringtone announce?
- What could be sweeter?
- What could be bigger?
- What's in a matchbox?

2. *Inverted questions*⁶

The teacher invites pupils to draw cards with answers. Their task is to find the right question for each of them or to come up with as many questions as possible for the selected answer.

- Doctors.
- Personally, I will check.

⁵ Source: <https://drive.google.com/file/d/1rbyHXoDx8nuGQkqBZwCZJ0ksMa5PCCMUM/view>

⁶ Source: www.eduspecialni.blogspot.com

- Absolutely!
- This may be the case, although it depends on the weather.
- Sea.
- With my family.
- After lunch.
- At grandma's.
- On mathematics.
- In class.
- On breaks.
- Sandwiches with cheese.
- I don't.
- Tomorrow
- Yes.
- Very.
- Just a little.
- I'll tell.
- Soup and main course.
- They walked away.
- Sometimes it happens.
- Enough.
- Cats.
- I like it, but only when I'm in a good mood.
- Sometime.
- Every other week.
- In yellow.
- By car or train.
- I got under the Christmas tree.
- In the largest size.
- In such a great board game.
- Ah, I haven't been there in a long time!
- You must be joking!
- Never in my life!
- Only in computer games.
- I have to ask my parents for permission.
- I was there.
- I usually succeed.
- Only with my buddy.
- In the theatre.
- In the book.
- In the movie.
- Yes, it's my favourite!
- No, never in my life!
- Through the Internet.
- Muted.
- They made me laugh to tears!
- Always!

3. *What am I thinking?*

The teacher invites one of the pupils to choose (mentally) an object from the classroom (it must be visible to everyone). The others have to guess what the item is. They can only ask questions which can be answered with yes/ no (e.g. "Is it big? Is it a plant?" etc.). The task of the group is to guess the object as quickly as possible, asking as few questions as possible.

4. *Two truths, one lie*

The teacher invites each pupil to say three statements about himself/ herself, two of which are true and a false one. The task of the group is to guess which sentence is false. Unusual facts and lies can be very funny.

The game can be spread over several lessons, by selecting each time a few different pupils to provide information about themselves.

5. *Deaf phone shown*

The teacher divides the pupils into 2 teams. Each team chooses a leader and a password that the other team is supposed to guess. Then the teams line up, one person behind the other, with their backs to the leader. The leader of one team is told the password and he/ she should demonstrate it (without words) to the first member of his/ her team. The first person, standing with his/ her back closest to the leader, turns around and watches the non-verbal demonstration of the leader without asking any questions. Further on, the first person demonstrates what he/ she has seen to the next person in his/ her team and so on, until the last person in the row, who needs to figure out what the password is and say out loud. The other team will confirm or infirm if the guess was correct. Next, the second team will do the same task. The teams watch each other while performing the task.

6. *Password*

The teacher divides the class into 2 teams. Each team chooses a leader and a password. The teams stand in 2 rows, one behind the other. Each leader tells to the leader of the other team the password. The leader will take his /her place with his/ her team as the last person in the row. He/ she must pass on the password to the person in front of him/ her by writing letters with the finger on his/ her back. The next persons will do the same until the password reaches the first person in the row, which will have to voice out the password or to write it down on a paper. The first team that guesses the password correctly wins.

7. *Get in touch*

The teacher divides the class into several small groups. The pupils' task is to debate within their groups the following situations and find solutions to initiate contact:

- you are at a party where you do not know anyone but the host;
- you need to entertain your parents' guests/ friends in their absence;
- you arrived a day later at the summer camp and you enter the common dorm;

The teacher may organize role-plays in the classroom for each scenario. Each group will present/ act the solutions found for each situation (the role-playing may be organized within the small groups or in front of the whole class). The main idea is for pupils, especially in those cases in which there is difficulty in initiating contact, to practice model solutions.

The following issues may be addressed in the summary:

- ❖ how people may feel in the position of initiating contact with people they don't know;
- ❖ what are the situations in which people are primarily responsible for establishing and maintaining contact;
- ❖ what behaviours make it easier to connect.

8. *Precision of expression*

This activity raises awareness on the importance of precise communication and triggers learning of the principles of clarity of expression.

Materials: two different pictures with landscapes

The teacher informs the pupils that the purpose of the activity is to practice precise communication. Pupils are divided in pairs. Person A closes his/ her eyes. The teacher shows to person B the first landscape. Person A needs to draw a landscape using only the verbal instructions of person B. Then, the pupils switch roles and repeat the task using the second landscape.

After making the drawings, the pupils compare them with the originals and discuss their experiences: whether the clues were clear, which messages and features of the message (e.g. intonation of voice, speed of speaking) helped the listener the most and which disturbed him/ her; whether both parties are satisfied with the effect.

Questions for guiding the discussions:

- ❖ what kind of guidance was most useful and which was misleading and confusing;
- ❖ which features of the message were helpful and which were disturbing;
- ❖ what factors influenced the final results to the greatest extent;
- ❖ were the results better in the second round than in the first (why).

An alternative that may be given in the task is the possibility to ask questions (second round) as opposed to the lack of this option (first round).

9. *Ratings and reviews*

This activity is focused on developing the ability to assertively express one's personal opinions, by converting evaluation into opinions.

The teacher explains the difference between evaluation and opinion: opinion is the communication of subjective judgments or preferences, while evaluation is a statement that presents subjective judgments as truths.

The task of pupils is to convert evaluative sentences:

- This blouse is terrible.
- She has a beautiful voice.
- Bulldogs are formidable.
- It is very cold.
- This video is excellent.

into opinions:

- I do not like this blouse.
- Her voice fascinates me.
- Bulldogs seem dangerous to me - I'm afraid of these dogs.
- I'm terribly cold.
- I liked this movie very much - in my opinion it's great.

10. Sentence in different intonations

This activity is focused on improving the ability to communicate and read non-verbal signals, but also on developing empathy.

Materials: small cards with the names of different emotions - as many cards as there are pupils in the class (e.g. joy, anger, horror, pain, enthusiasm, sadness, disregard, surprise, despair etc.).

The teacher gives the pupils/ writes on the whiteboard a sentence with an impersonal content (e.g. "The performance will start at 19:00", "Yesterday it was quite warm, although it was raining" etc.). He/ she randomly distributes the cards with written emotions to the pupils. Each pupil repeats the given sentence, while trying to convey the emotion from his/ her card using voice intonation. The groups must guess what the emotion of the spoken sentence is.

The teacher invites the pupils to analyse how a given way of communication (tone of voice, intonation, volume etc.) affects the reception of the message's content.

11. A never-ending story

The teacher invites the pupils to sit in a circle or sets up a sequence in which they will speak. The theme/ leitmotif of the story is chosen (e.g. Christmas, travel, story of a fairy tale character etc.). The first person starts the story (he/ she may use a few words to set the mood) and the next ones add one word at a time. If someone thinks that his/ her word ends a sentence, he/ she say "period" and the next person starts a new sentence.

The longer the class plays the game, the more amazing the stories come out.

