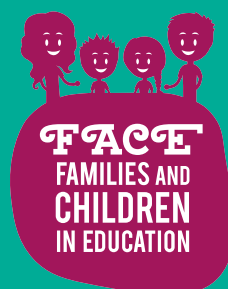


3



Ages 10 to 12



FACE – Families and Children in Education is a project co-financed by the Zurich University of Teacher Education (Pädagogische Hochschule Zürich) and the Community Fund of the Kanton of Zurich (Switzerland).

Workbook Face 1 Improve your self-esteem and play together. Ages 4 to 6
Workbook Face 2 Improve your self-esteem and celebrate together. Ages 7 to 9
Workbook Face 3 Improve your self-esteem and work together. Ages 10 to 12

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**Kanton Zürich
Gemeinnütziger Fonds**

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FACE

Wiltrud Weidinger

IMPROVE YOUR SELF-ESTEEM AND WORK TOGETHER

Ages 10 to 12



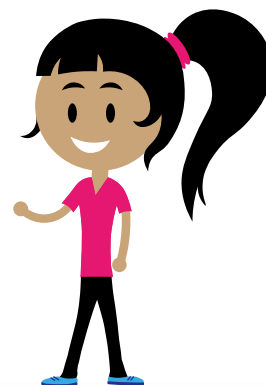
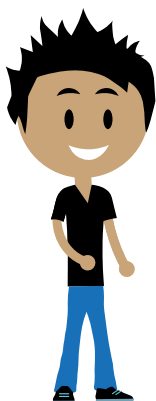
HOW YOU WORK WITH THIS BOOK

Welcome to FACE – Families and Children in Education!

This book belongs to you! It is a working book for you to improve your strengths and your self-esteem. In this book you will work together with your friends in school and with your teacher. There will be tasks you can solve on your own and tasks for you to solve with a partner.

In the FACE book you can find two children who will go through the book with you. They will sometimes show you something on a picture, sometimes they will just be there while you work.

Here they are:





What is in the book?

In this book you will work through seven units. In each unit there is a topic that your teacher will do together with you. Sometimes you will write something, sometimes you will draw something, sometimes you will discuss and talk about something and sometimes you will make something. For every task you can either read what you have to do or you can ask your teacher.

At the end of each unit you will get a home task that you can do with the help of your family. Your teacher will tell you what to do. In FACE there is no right or wrong! There are no mistakes!!

Now, before you start: Write down your name on the cover of the book so you know it is yours!

Done? Very good!

Let's start! Welcome to FACE –
Families and Children in Education!

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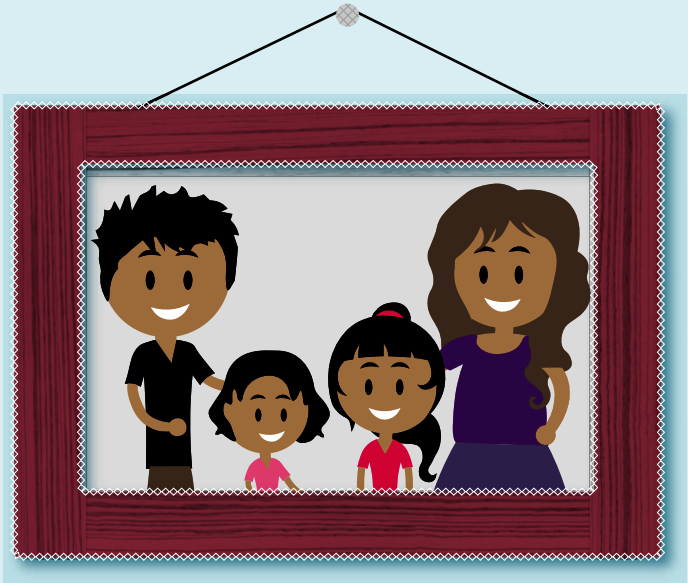
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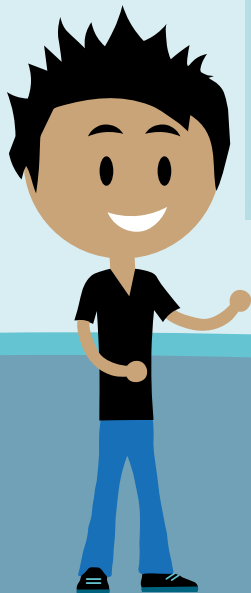
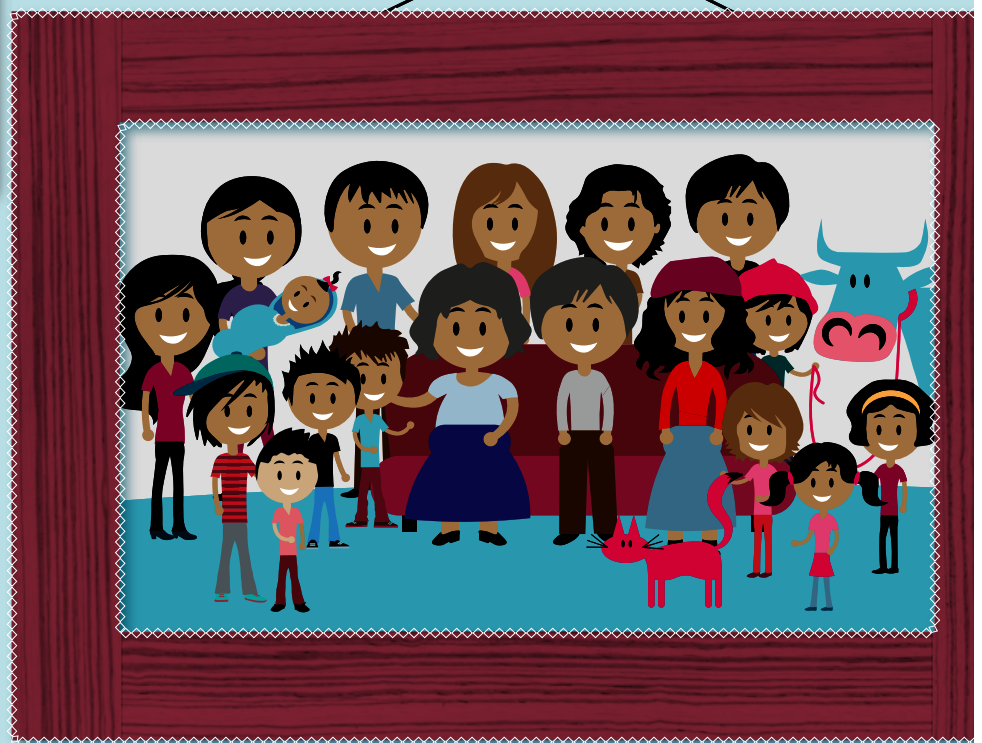
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ABOUT MY FAMILY AND I

1



1 – TASK 1

THIS IS me



45'

The task:

Write down the most important things about yourself and your family.

How you work:

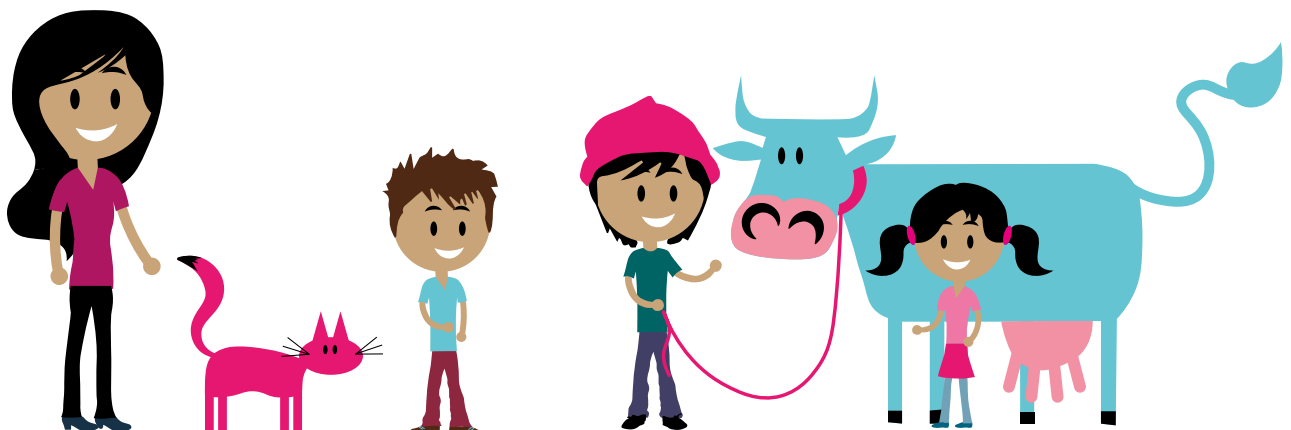
Alone, in pairs

Material:

- booklet
- pencils, colours

Steps:

1. With a classmate, describe the picture of the girl and the boy and their family (p. 6–7).
2. Fill in the worksheet and draw a picture of your family and yourself.
3. Show it to your classmate and explain the picture.
4. Leave your booklet open on your desk.
5. Walk around the class and look at other drawings.
6. Go back to your desk. What do you like about your family? What do you not like about your family? Do the worksheet.
7. Show it to your classmate and talk about each other's work.



This is me

My name is:

I am years old.

I live in

(place)

with:

(mother, father, sisters, brothers, grandparents, dog, cat etc.)

Draw a picture of yourself and your family

What do you like?

What would you like to change?

1 – TASK 2

FLOWER OF POWER



45'

The task:

Write down the things that you like about yourself.

How you work:

Alone, pair work

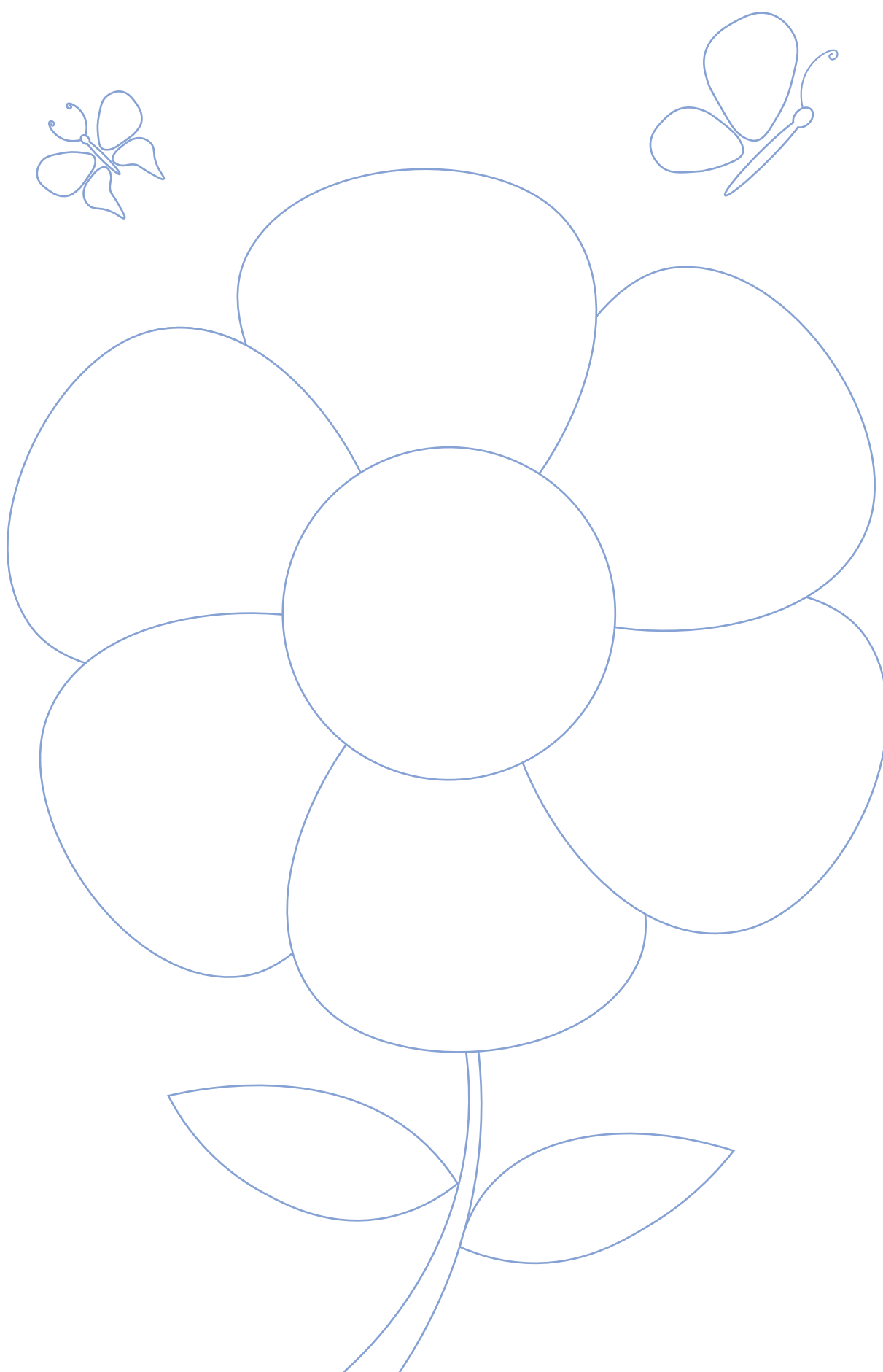
Material:

- booklet
- colours

Steps:

1. Write your name in the middle of the flower.
2. Write something you like about yourself on each petal.
3. Colour in the flower.
4. Show your flower to your neighbour. Explain what you have written and listen to your partner explain his/her flower.
5. Then take it to your neighbour's flower, walk around and tell the others about him/her.





1 – TASK 3

in my SPARE TIME



45'

The task:

Talk about what you do in your spare time. Gather new ideas.

How you work:

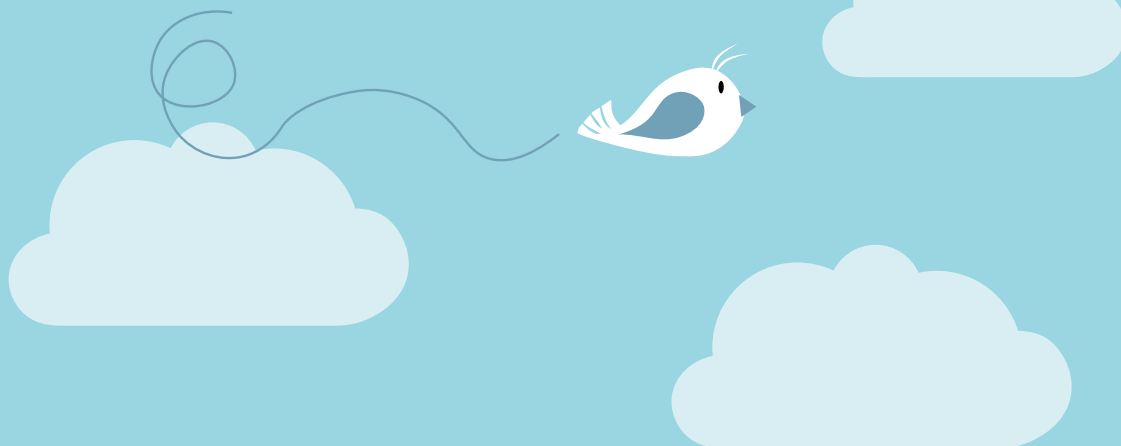
In pairs, alone,
in the whole group

Material:

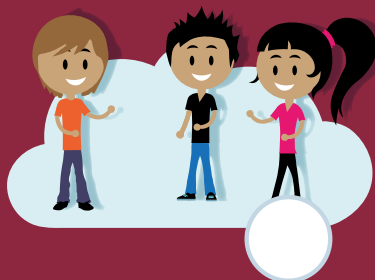
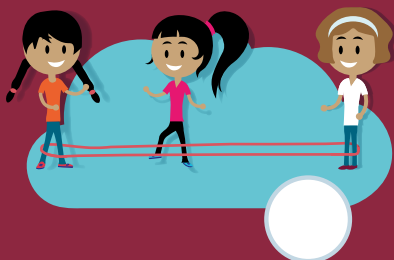
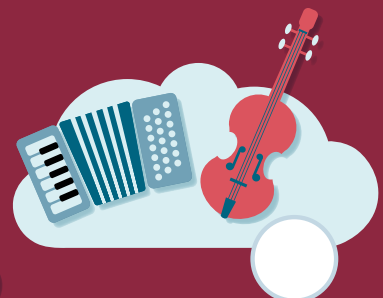
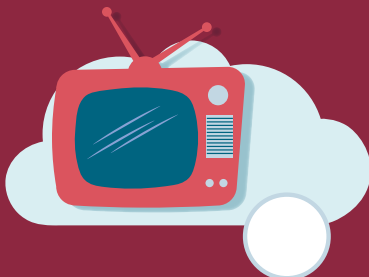
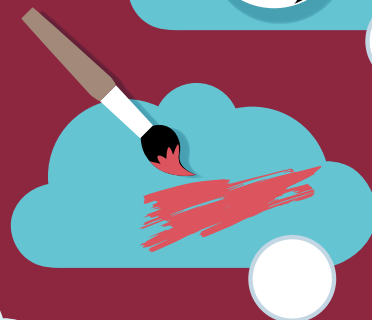
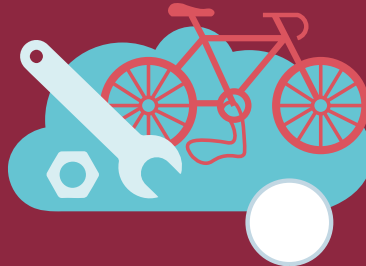
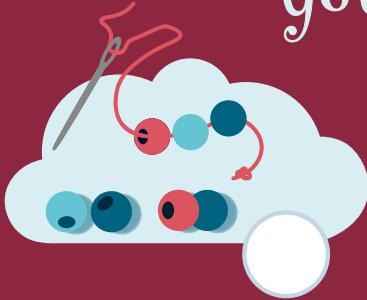
- booklet
- pencils

Steps:

1. Look at the pictures. Which activities do you do out of school? Make a tick.
2. Show your neighbour and compare.
3. Look at the pictures again: What would you like to do? Discuss it with your neighbour.
4. Choose something you want to do. Find someone in your class who does it or wants to do it or knows someone who does.
5. Discuss in class: Are there things that children should not have to do?



Tick what activities
you do out of school:



1 – TASK 4

DESIGN YOUR OWN FLAG



120'

The task:

Design your own personal flag.

How you work:

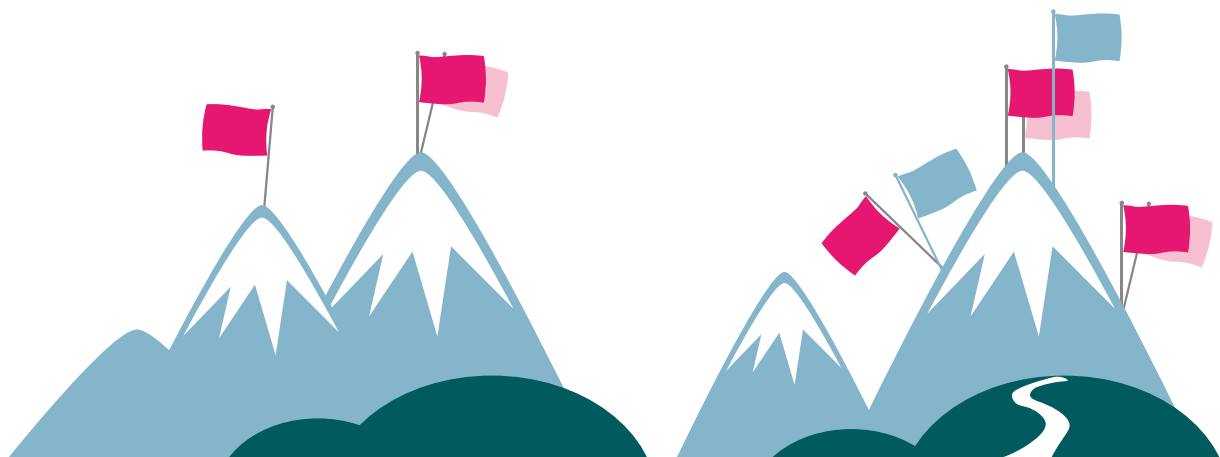
In groups of 4

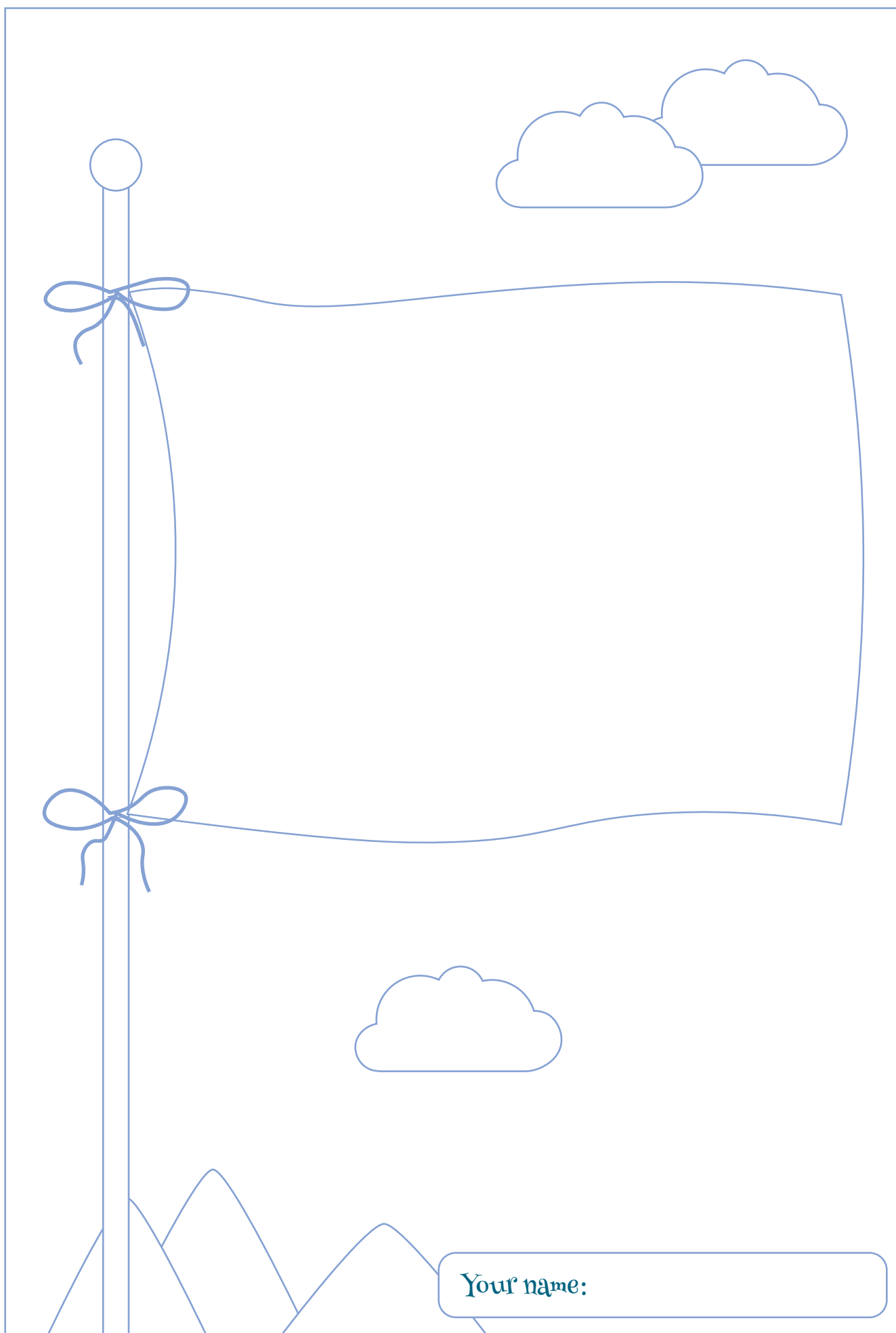
Material:

- booklet
- pencils, colours

Steps:

1. Look at the next page. You will design your own personal flag. It can consist of drawings, colours, symbols or shapes. Do not write in it.
2. Use your colours and pencils to work on it.
3. When you have finished, sit in a group of 4.
4. Explain your symbol to your group. Listen to the others describing their symbols.
5. If you have time: Can you think of a flag to represent your group? Discuss this together. What would you choose as a flag for your group?





1 – Home Task 5

My family and I



The task:

Find photographs of yourself and your family to show at school.

How you work:

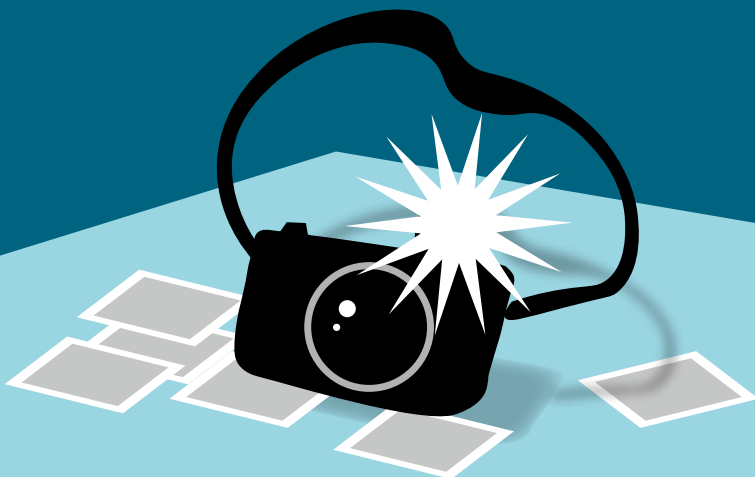
Together with your family

Material:

- family photographs

Steps:

1. Find a photograph or photographs of your family and yourself. Ask your parents or other relatives.
2. Put it in an envelope or protect the photograph(s) in some way, because you will have to take them to school. This way they will not get damaged.
3. You will work with the photograph(s) at school. So do not forget to put it in your schoolbag!



Notes

1 – TASK 6

I INTRODUCE MY FAMILY



70'

The task:

Introduce your family to your classmates.

How you work:

Alone, in pairs

Material:

- booklet
- family photographs
- thin white paper
- glue

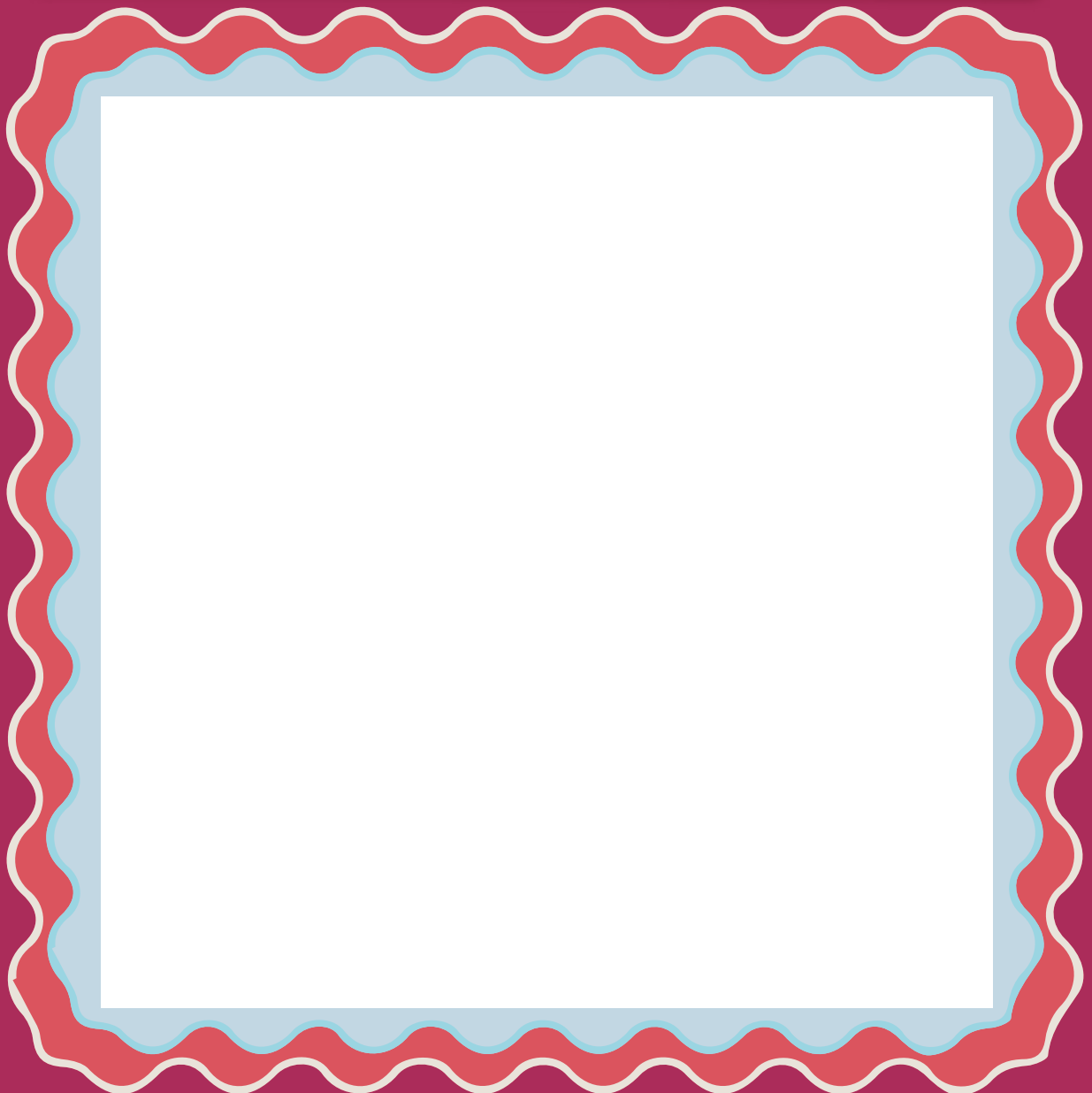
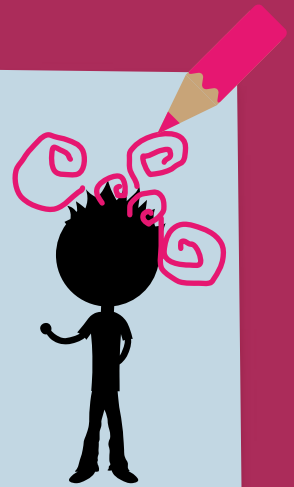
Steps:

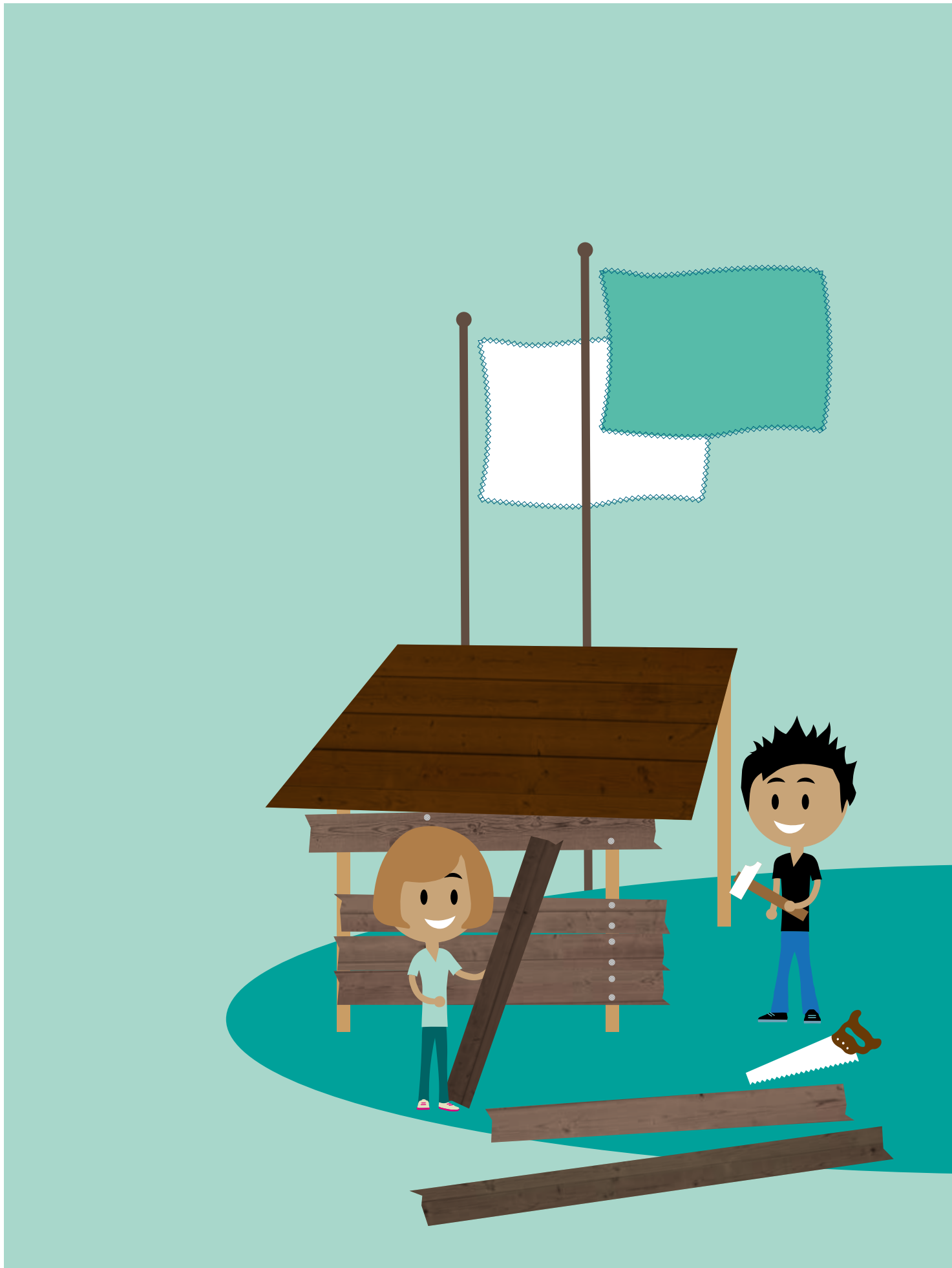
1. Open your booklet on page 9, where the drawing of your family is.
2. In pairs, look at the pictures you are given by your teacher. Whose family is it? Walk around the classroom and try to find the matching drawing.
3. Look at the photographs and talk about it with your neighbour:
 - Who belongs to your family?
 - What do they do in life?
 - What do you do with them?
4. Now, draw your fantasy family as described on the next page.
5. Put your fantasy families on the board.



My fantasy family

- Put the thin white paper onto your family picture and draw the outlines.
- Colour it in and create your fantasy family with new clothes, different hairstyles, a new environment etc. Glue in your fantasy family here. Label the persons: Who is who?



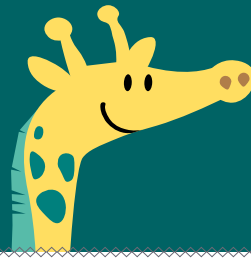


WHAT I CAN DO WHAT WE CAN DO



2 – TASK 1

I AM AN ANIMAL



30'

The task:

Imagine what animal you would like to be and draw the animal.

How you work:

Alone, in pairs

Material:

- booklet
- pencils, colours

Steps:

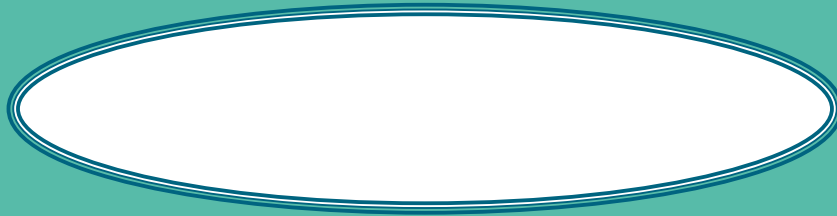
1. Have a look at the big picture of the girl and the boy (p. 20–21). They are friends and have friends. What do you do with friends? Talk about it with your partner.
2. If you could be an animal for a day, which animal would you choose to be and why?
3. Write down the animal and the reasons why you chose it.
4. Draw the animal below.
5. When you have finished, turn to your friend and show him/her what you did. You might also want to explain a little more.



I am an animal



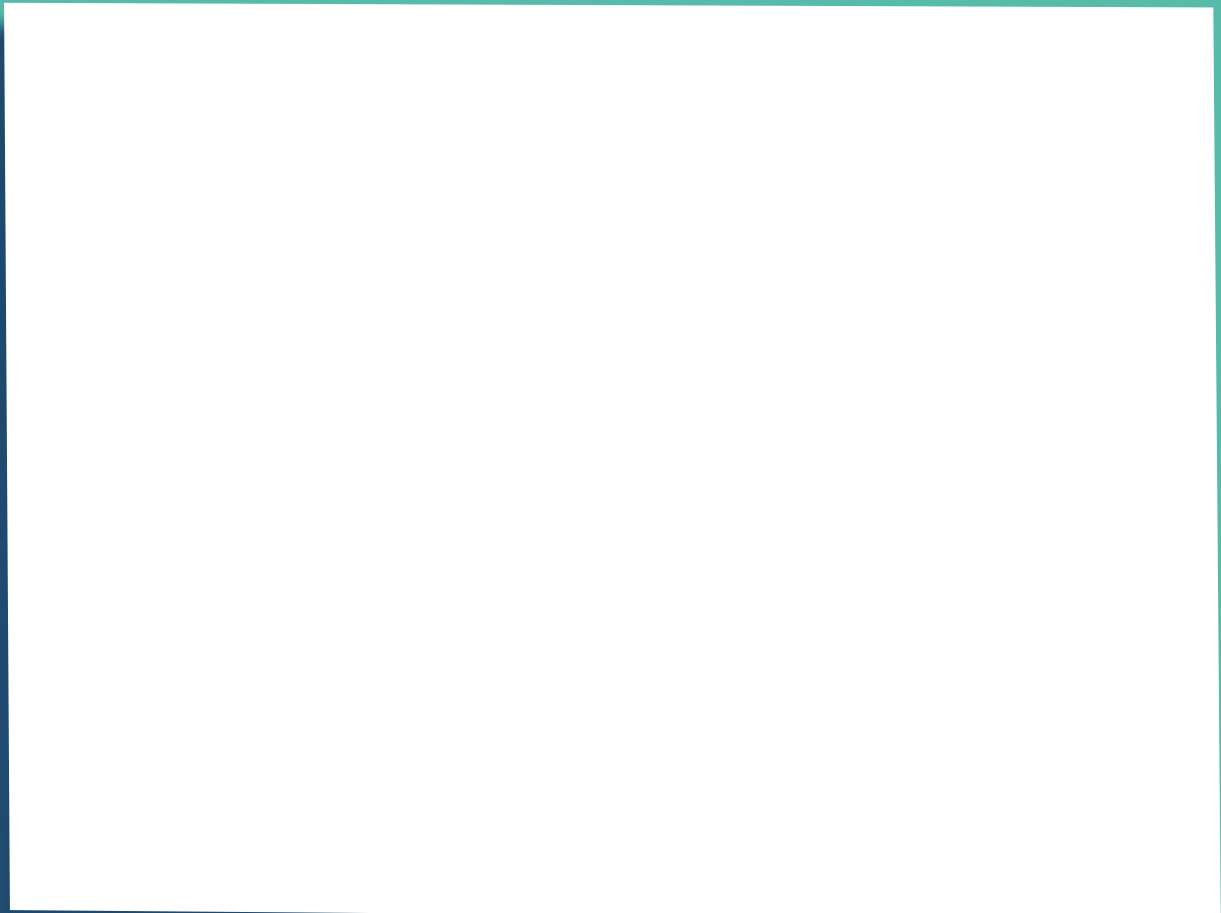
If you could be an animal for a day,
which animal would you choose to be and why?



Why:



Draw the animal here:



2 – TASK 2

THE THINGS I AM GOOD AT



35'

The task:

Find out what you are good at.

How you work:

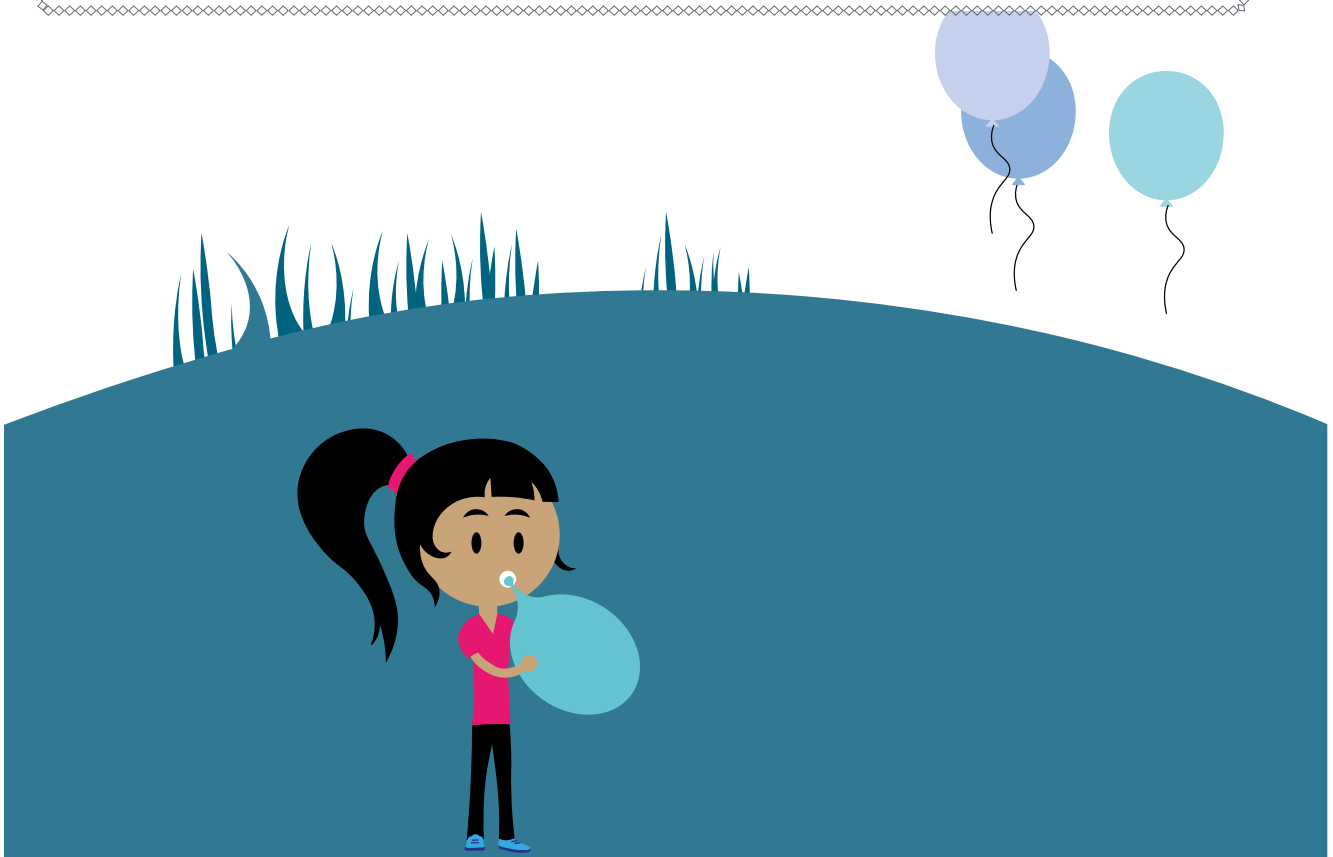
Alone, in pairs

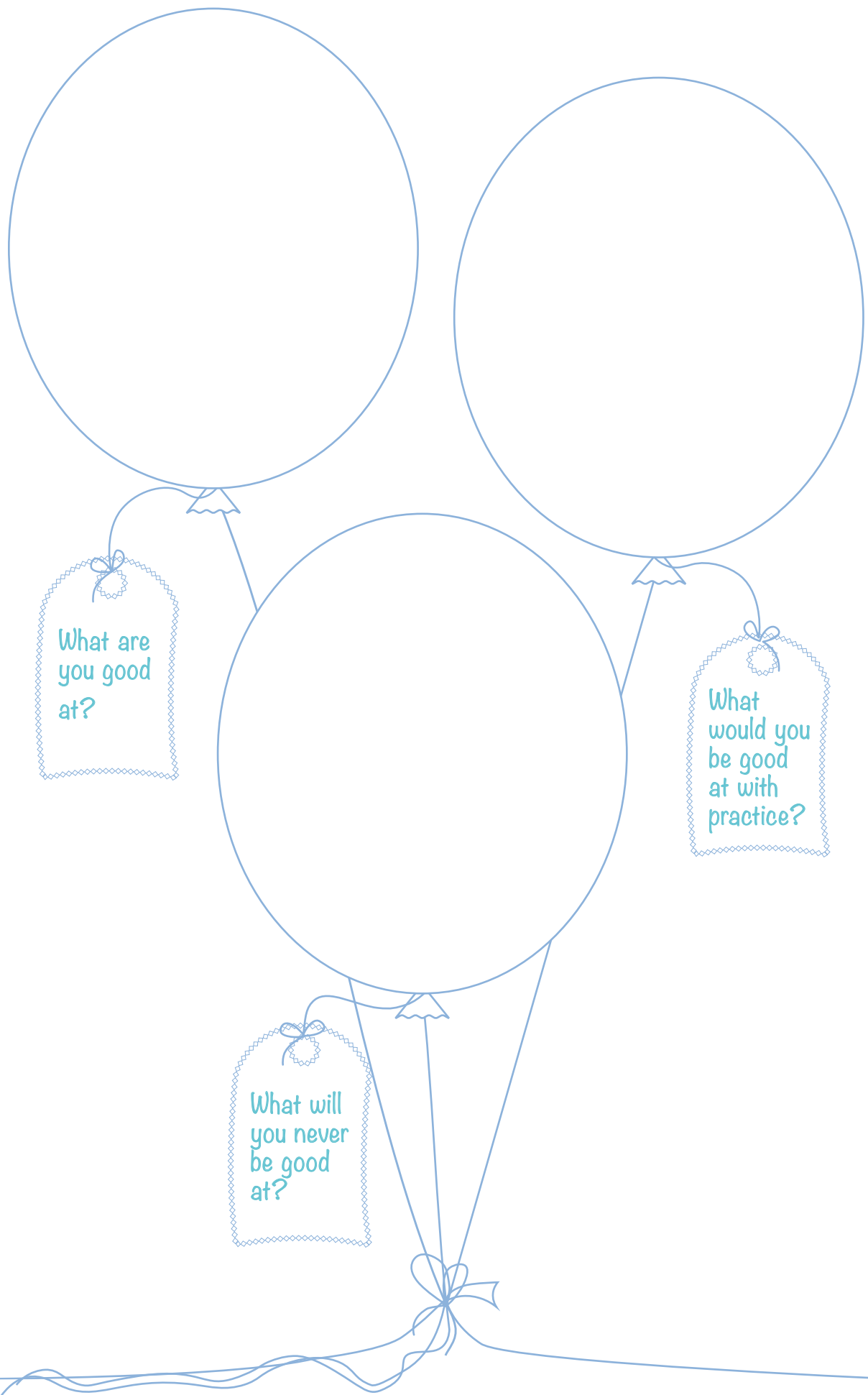
Material:

- booklet
- pencils, colours

Steps:

1. Do the exercise on the next page and compare it with your neighbour.
2. Write down all the things you are good at. You can also draw them.
3. Turn to your neighbour and compare your ideas. What does he/she say? What do you have to say about his/her ideas?





2 – TASK 3

MY SPIDER WEB



40'

The task:

Fill in your own skills and competences into a spider's web.

How you work:

Alone, in pairs

Material:

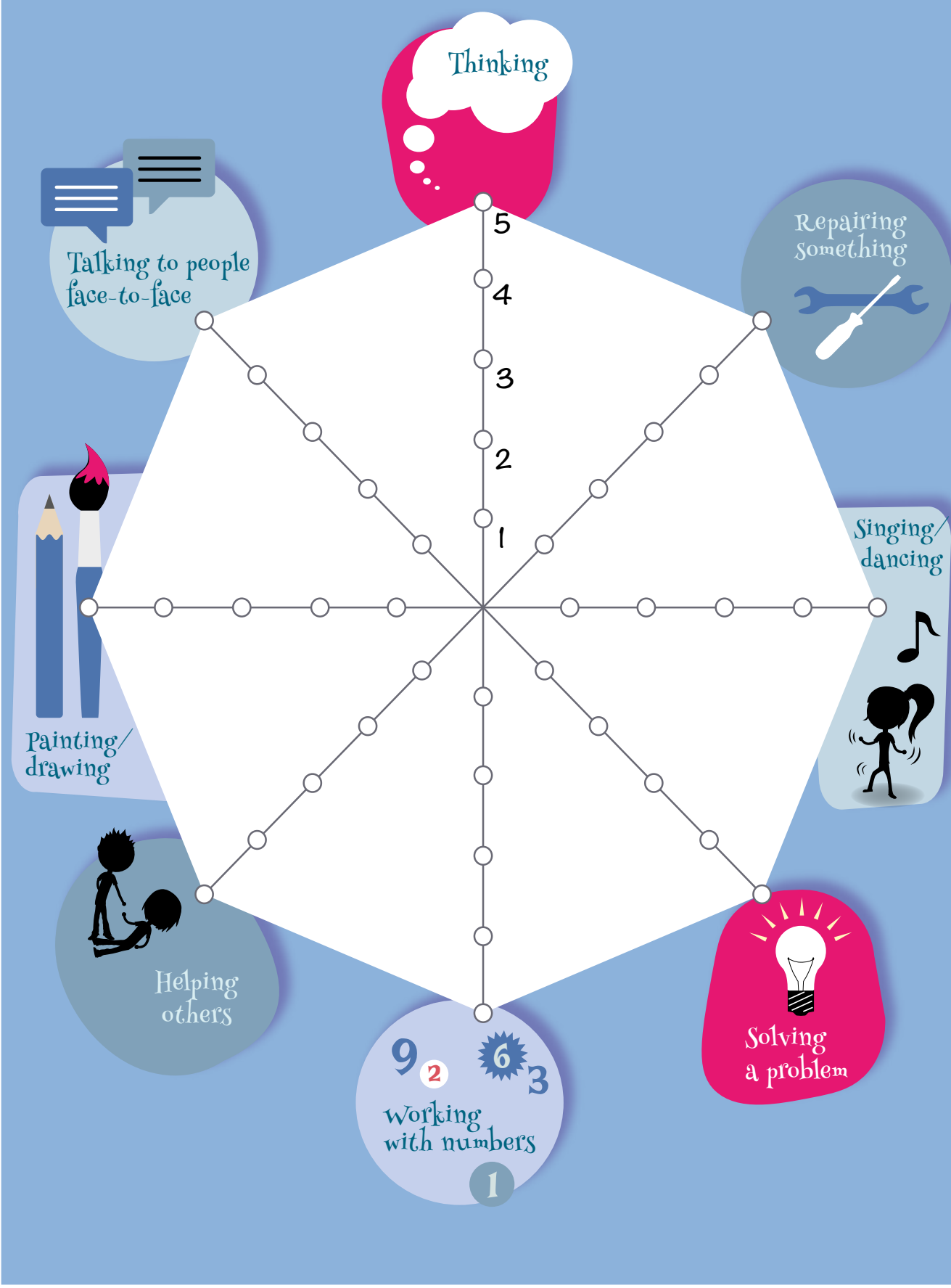
- booklet
- pencils, colours

Steps:

1. Look at the pictures and words on the next page.
2. Think how good you are in each skill from your point of view. Make a cross (5 = very good, 4 = good, 3 = okay, 2 = a little, 1 = not good at all).
3. Connect all crosses with a line so you get a spider's web.
4. Now, exchange your booklet with your partner and look at his/hers.
5. Compare both webs with each other. Are they the same?
6. What surprised you?
7. When you have finished, you can colour in the pictures.



My spider web



2 – TASK 4

MY SKILLS HAVE ROOTS – MY FAMILY SKILLS



30'

The task:

You understand where you learned all your skills from and compare with others.

How you work:

Alone and pair work

Material:

- booklet
- pencils, colours

Steps:

1. Look at your balloons (p. 25) and at your spider's web (p. 27) again. Choose 3 skills you want to work on. If you are not sure which ones, ask your teacher for help.
2. Write down the three skills into the top of the trees (1 in each tree top).
3. Think about where, when and from whom you learned these skills:
 - At school? At home?
In the kitchen? Outside?
 - From your father or mother?
From your grandparents?
From your sister or brother?
From your uncle or aunt?
From your teacher?
From your friends?
4. Fill in the details for each skill.
5. When you have finished, walk around the room and compare your results with at least two of your classmates.



My skills have roots

When?

Where?

When?

Where?

From whom?

When?

Where?

From whom?

2 – Home Task 5

My family skills



The task:

Conduct an interview with one of your family members you learned a skill from.

How you work:

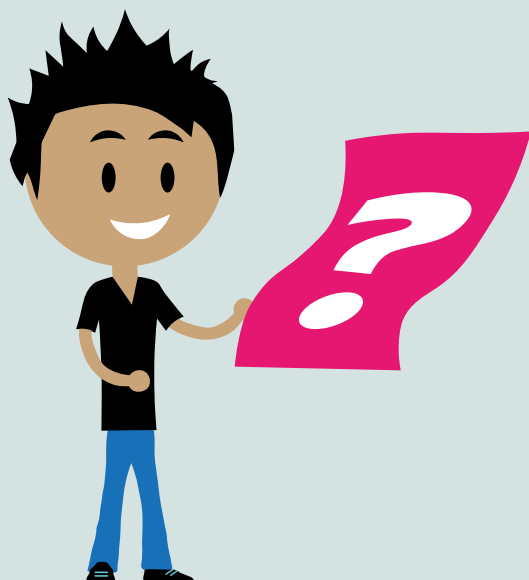
At home or in a quiet place

Material:

- booklet
- pencils

Steps:

1. Look at the skill-trees on page 29. Choose one skill (playing football, singing etc.). Who did you learn it from?
2. At home, you interview this person about the skill. Ask all the questions on page 31.
3. Write down the answers and fill in the title.
4. Thank the person for the interview.



Family skills

My skill is:

I learnt it from my:

1 Where did you learn this skill?

2 What do you have to do?

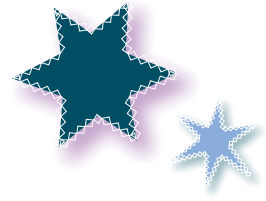
3 Can you describe it?

4 What do you need for this skill?
(Tools, material, ingredients...)

5 What is the most difficult thing about this skill?

2 – TASK 6

PRESENT YOUR FAMILY SKILLS



40'

The task:

You present your family skills to some of your classmates and learn about other people's skills.

How you work:

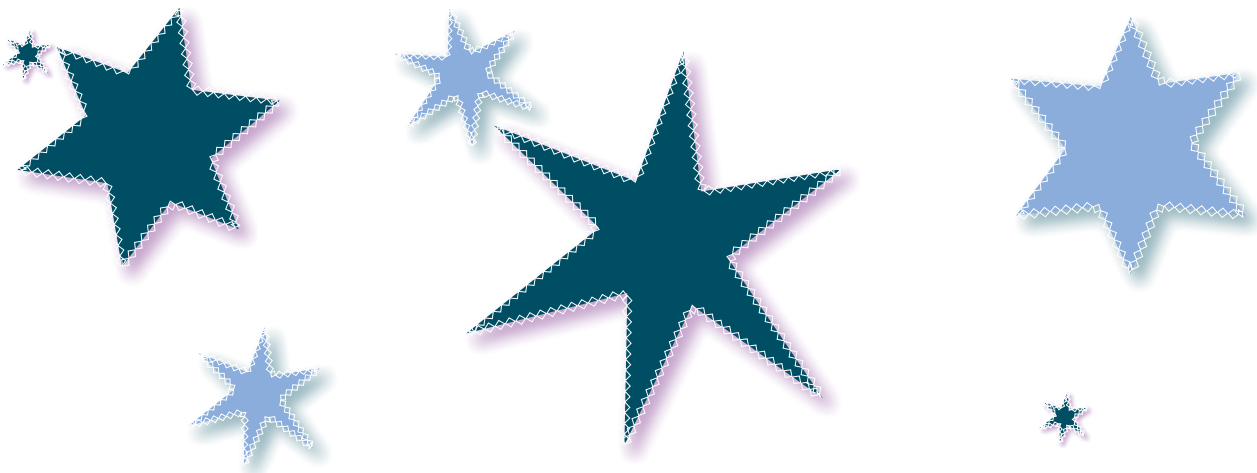
In groups and in class

Material:

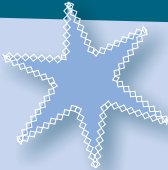
- picture
- booklet

Steps:

1. Open your booklet on the family skills page.
2. Walk around the classroom and talk about your family skills to a classmate.
3. Listen to the skill he/she presents.
4. Do this with two other classmate.
5. You can also make a quiz out of it. Look at the next page. Your classmate can ask you questions and you answer. Can she/he guess the family skill?
6. Sit down again and present what you have learned about other people's skills in class.



Guess what I do!



Yes No

Is it your mother, father, sister, cousin etc.?

☐ ☐

Has your skill something to do with cooking, repairing, drawing, working with your hands etc.?

☐ ☐

Do you do it inside?

☐ ☐

Do you need a lot of material for it?

☐ ☐

Do you need wood, metal, fabric, water, paint etc. to do it?

☐ ☐

Do you need heavy instruments?

☐ ☐

Do you move a lot when doing this?

☐ ☐

Do you sit?

☐ ☐

Do you stand?

☐ ☐

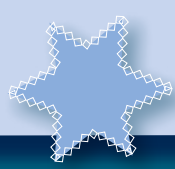
Do you need to talk to do it?

☐ ☐

Does it make a lot of noise?

☐ ☐

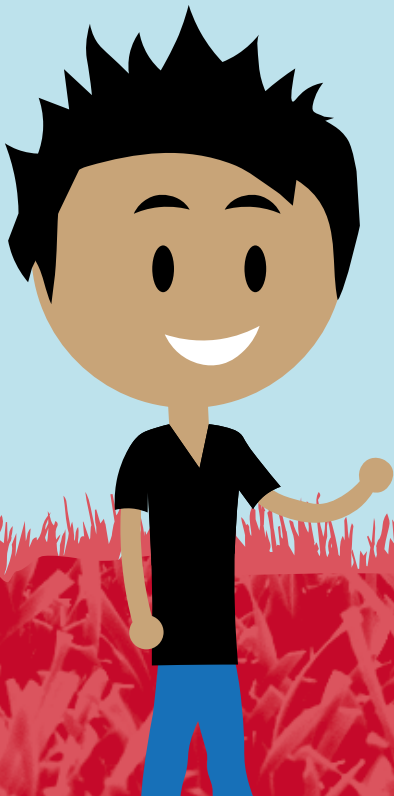
Etc.





MY FAVOURITE PLACES

3



3 – TASK 1

MY PLACES



45'

The task:

Think about the places you spend time in and collect them. You choose your favourite places.

How you work:

Alone, then pair work

Material:

- booklet
- pencils, pens

Steps:

1. Look at the boy and the girl (p. 34–35). Where do they like to spend time? Talk about it with your classmate.
2. Think about the places you spend most time in. Write them into the table.
3. Tick the ones that are your favourite places next to the column.
4. Now, choose two favourite places and draw them (p. 38).
5. Why are they your favourite places?
6. Show your places to your classmate. Talk about these questions:
 - Did you choose the same places?
 - What do you like about your places?
 - Are there differences?



My places

Places

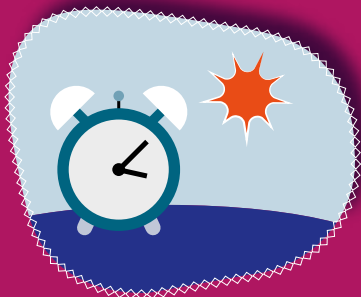
Favourite?



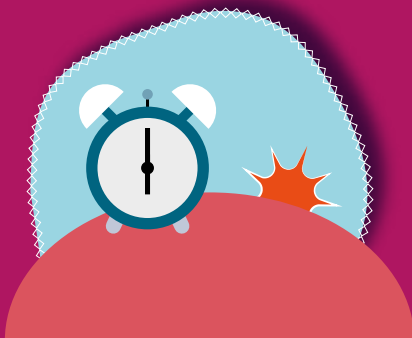
Morning

☐

Lunch time

☐

Afternoon

☐

Evening

☐

Favourite place 1



Reason why: _____

Favourite place 2



Reason why: _____

3 – TASK 2

WHAT I DO IN MY PLACES



45'

The task:

Think again about your favourite places and what you do in these places.

How you work:

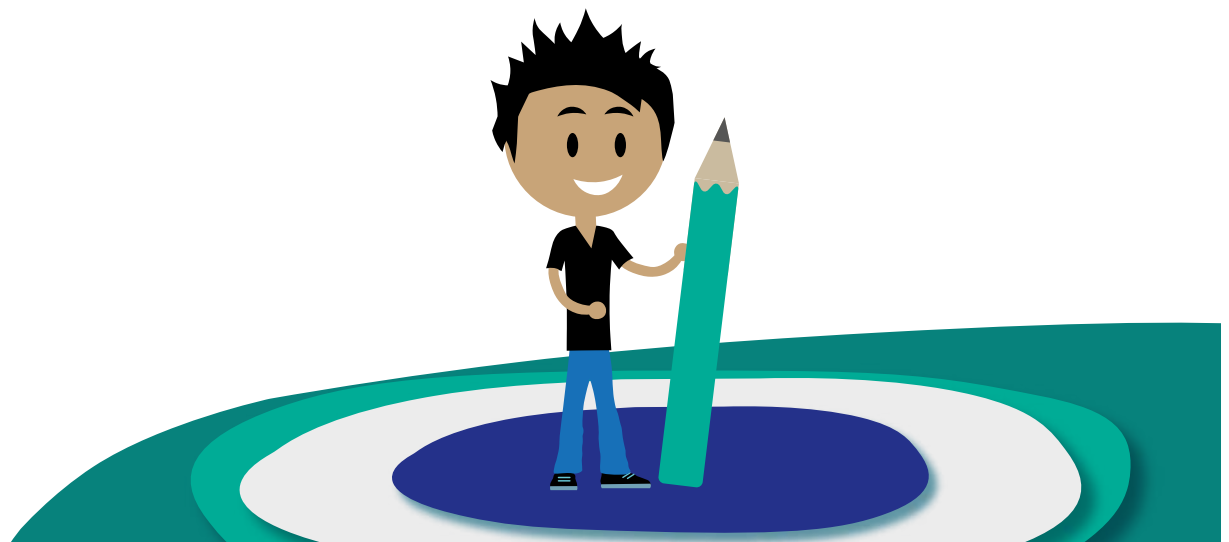
Alone, then pair work

Material:

- booklet
- pencils, coloured pencils

Steps:

1. Look at your two favourite places again (p.38). What are the things you do there.
2. Circle the doing words (verbs) in the box.
3. If the right word is not there, write it down.
4. Write all the words you have chosen into the boxes for each favourite place. Make a drawing of yourself doing something there.
5. Walk around with your booklet. Talk about your favourite places with at least two other classmates.



What I do in my places

CIRCLE WHAT YOU DO IN YOUR FAVOURITE PLACES

writing

playing

cooking

not doing
anything

sleeping

watching TV

playing
football

dancing

repairing
something

doing
homework

reading

drawing

relaxing

working

playing with
my mobile phone

surfing
the Internet

making
something

listening

knitting

talking

helping
my father

helping
somebody

watching
younger children

helping
my mother

painting

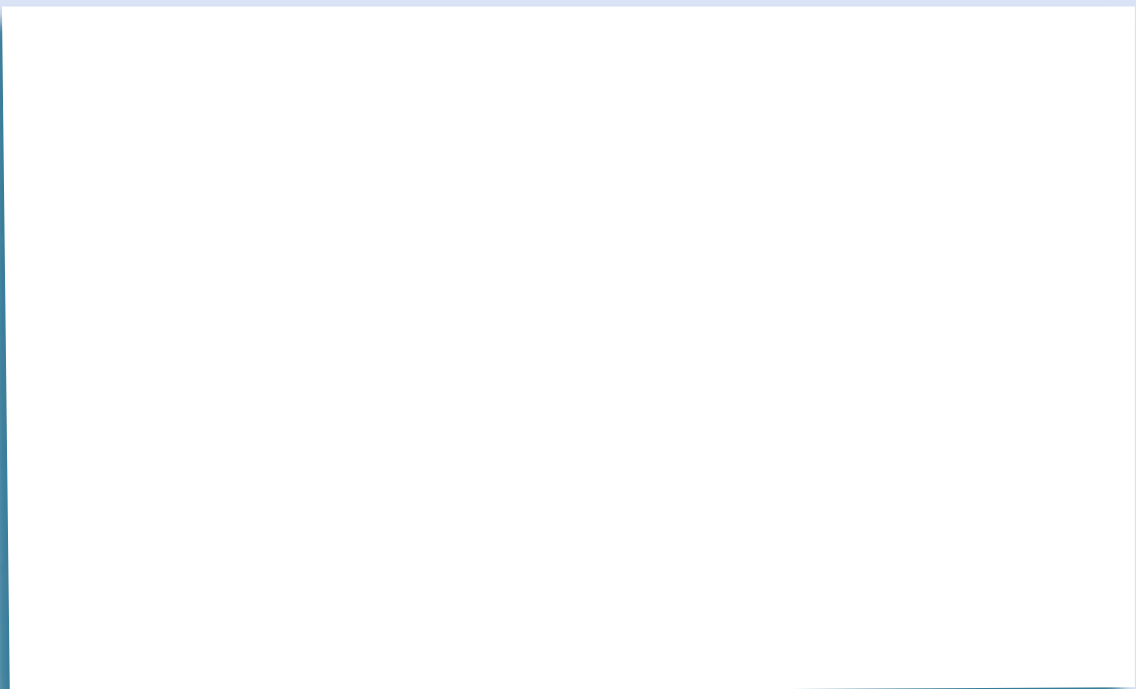
sewing

Own words:

Favourite place 1 – what I do



Favourite place 2 – what I do



3 – TASK 3

I RECONSTRUCT MY FAVOURITE PLACE 1



30'

The task:

Make a plan for reconstructing your favourite place.

How you work:

Discuss with the whole group, then work alone

Material:

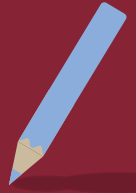
- booklet
- old shoe box, cardboard, paper
- paints, colours
- scissors, glue
- pieces of cloth, wallpaper, old textiles etc.
- old magazines, newspapers

Steps:

1. Think about your favourite places: You will reconstruct them.
2. You will need the following material for this: a box (maybe a shoe box or any other box), paper, glue, pieces of cloth, scissors, colours or paints, other material you can use.
3. The teacher will have some of this material. If you have any at home that you don't need, please bring it to school.
4. Make a plan of how you want to reconstruct your favourite place. Make a sketch of it on the next page.
5. If you don't have a shoe box, you can create one out of cardboard and paper.



I reconstruct my favourite place



This is the sketch of my reconstruction:

I will use this material:

3 – TASK 4

I RECONSTRUCT MY FAVOURITE PLACE 2



60'

The task:

Reconstruct your favourite place and show it to your friends.

How you work:

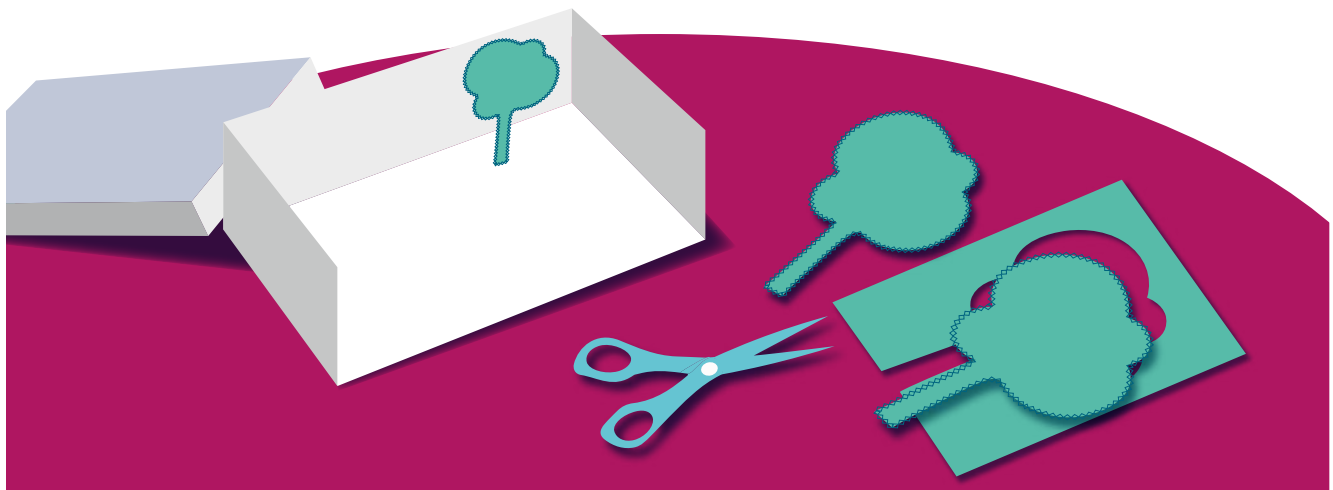
Alone, then in the whole group

Material:

- booklet
- old shoe box, cardboard, paper
- paints, colours
- scissors, glue
- pieces of cloth, wallpaper, old textiles etc.
- old magazines, newspapers

Steps:

1. Start your reconstruction of your favourite place.
2. Take the material you need and bring it to your desk.
3. Remember to share if someone else needs the same material as you do.
4. Work on your own. When you have finished, write down your name on the reconstruction of your favourite place.
5. Show your result to your teacher.
6. Put it on display on a desk or table at the front of the classroom.



3 – Home Task 5

Photo/drawing of my favourite place



The task:

Take a picture and/or draw a rough sketch of your favourite place.

How you work:

Alone or with a friend

Material:

- booklet
- mobile phone, camera or pen/pencil

Steps:

1. Take a picture of your favourite place with a mobile phone or an ordinary camera. You can also draw a rough sketch from nature instead.
2. Use the picture on the display as a model and draw your place on a piece of paper.
3. Remember to take it back to school!



3 – TASK 6

WHICH PLACE IS IT?



30'

The task:

Present your favourite place to your friends.

How you work:

Alone and in the whole group

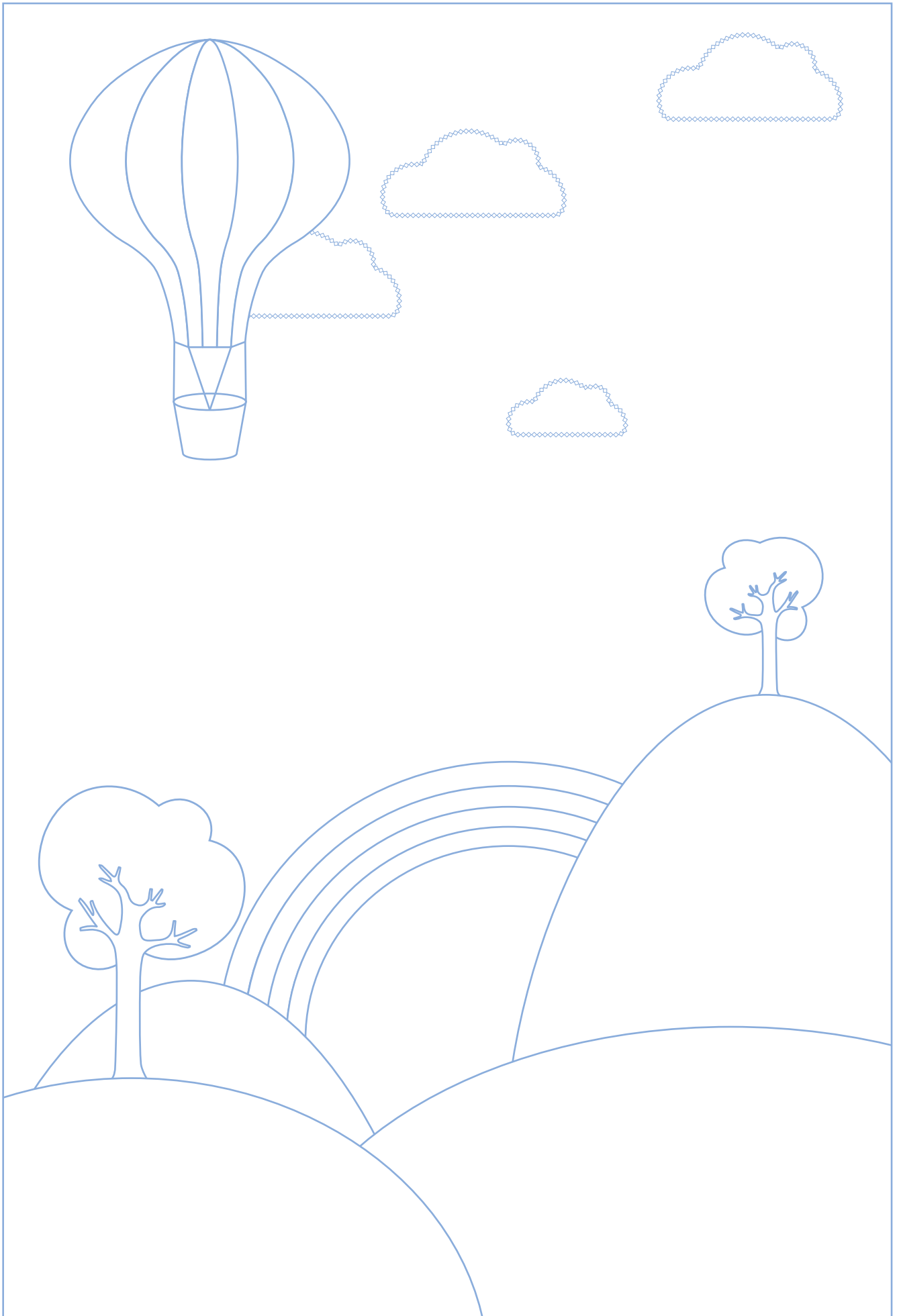
Material:

- drawing of your favourite place
- coloured pencils

Steps:

1. Take the sketch of your favourite place (p. 45) and draw yourself in the place doing something you like.
2. You can also add things to the drawing that are not on the photo. If you want you can also draw the favourite place of your dreams.
3. When you have finished, your teacher will put your drawing on the board.
4. Have a look at all the pictures. Talk to your friends about the drawings. Be prepared to answer questions from your friends.







HOW WE DEAL WITH EACH OTHER



4 – TASK 1

EVERYTHING OKAY! REALLY?



45'

The task:

Think about the conflicts and problems in your class. You sort them out.

How you work:

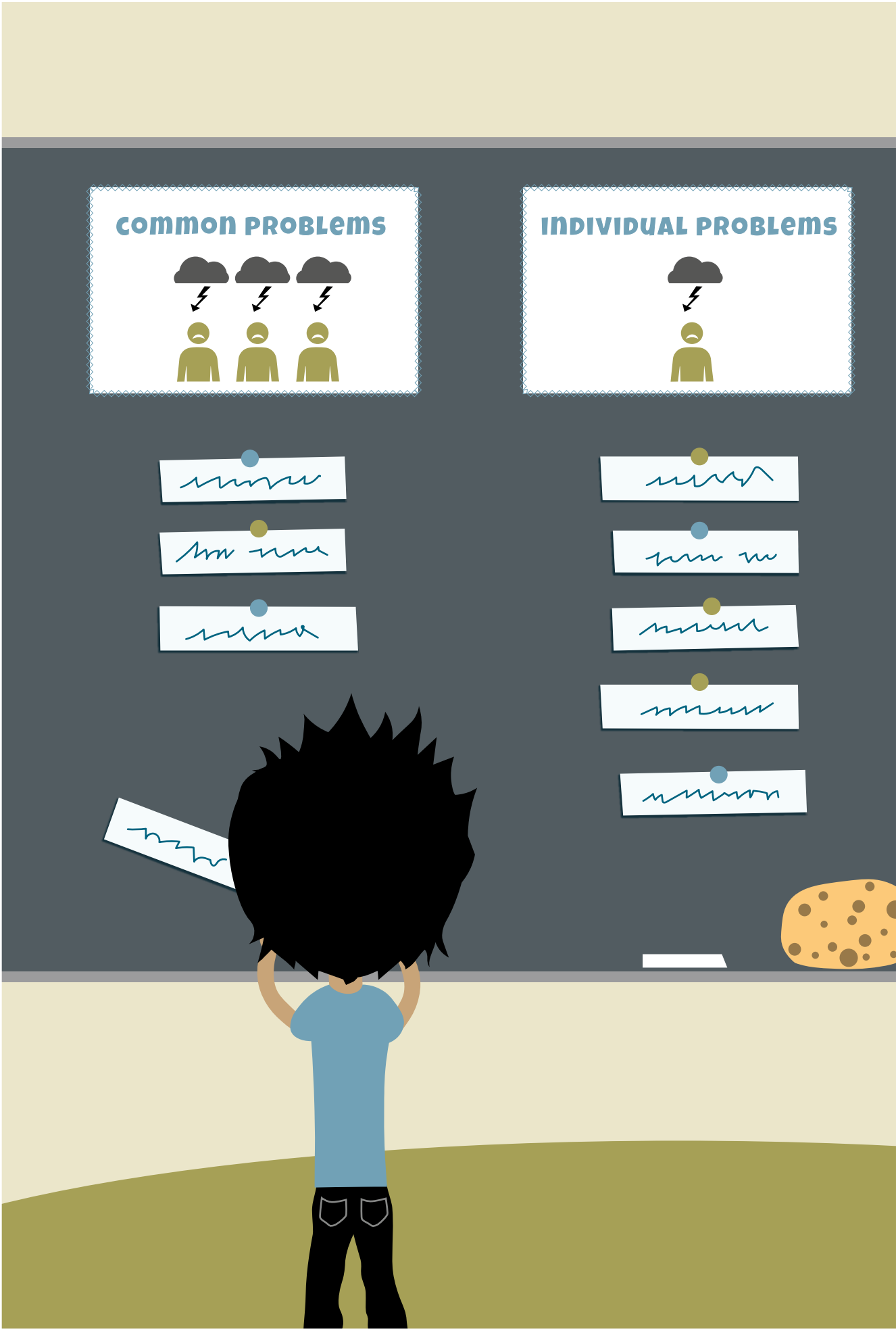
Alone, in a small group and in the whole class

Material:

- booklet
- board or big piece of paper, small slips of paper
- pens, glue

Steps:

1. Look at the different children (p. 48–49). What is the problem here? Talk about it with your friend. Collect the ideas.
2. What kind of problems can arise in a class? For example:
 - when working with other students
 - between girls and boys
 - when sharing things (workplace, material, pens ...)
 - in friendships
3. Write down your problems on small pieces of paper. You do not have to write down your name.
4. Stick them on the board.
5. There are 2 different forms of conflicts: individual and common conflicts.
For example: too little space at the workplace = individual problem; not enough books for everybody = common problem.
6. Sort the slips of paper into the correct place on the board.
7. Which problems can be solved easily and how could this be done? Discuss it together.



4 – TASK 2

HOW I DEAL WITH A FIGHT



45'

The task:

Think about and discuss how to behave during a fight.

How you work:

In the whole group and in pairs

Material:

- booklet
- pencils

Steps:

1. Sit in a large circle
2. How do you behave during a fight with someone?
3. You give examples. The teacher writes them down on slips of paper.
4. You discuss the best ways of dealing with a fight:
 - Stay cool and do not let yourself be teased.
 - You can walk away from a fight.
 - You can say “No”.
 - You can get help.
5. Think of situations where you used some of these 4 methods. Record them in the table on the next page.
6. Walk around and tell 4 classmates about these situations.
7. Listen to 4 classmates telling you their situations.



My four ways to handle a fight

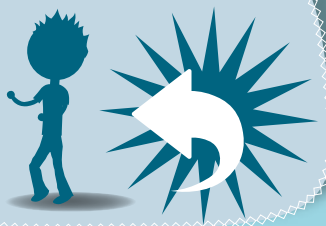
WAYS

MY SITUATIONS

Stay cool



Walk away



Say "no"



Get help



Adapted from: Jennewein, E. et al. (2011): Gefühle zeigen – Gewalt vermeiden. Soziales Lernen und konstruktive Konfliktbearbeitung. Auer Verlag GmbH, Donauwörth.

4 – TASK 3

OUR FIGHTING AND MAKING UP STORIES



The task:

In groups of 4, act out a story of fighting and find out a way to solve it peacefully.

Steps:

1. Sit in a group of 4.
2. In your group, discuss which fight you want to act out. For example:
 - fighting over a toy
 - fighting over who is playing with whom
 - fighting over sharing things in class
 - fighting because someone said something bad
 - fighting because someone doesn't want to be a friend anymore



60'

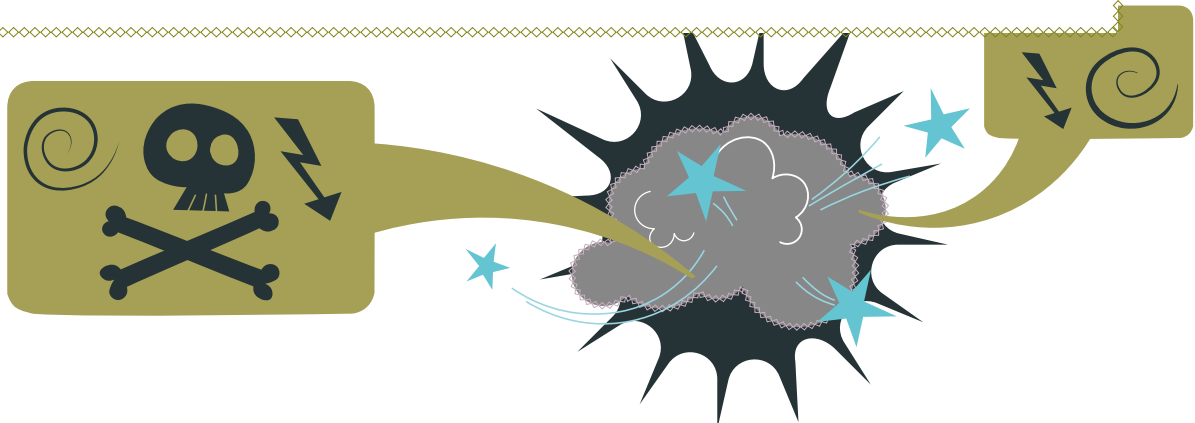
How you work:

Groups of 4

Material:

- pens, pencils

3. Together, think of a peaceful solution. Is there only one way?
4. Think about who will play which person.
5. Rehearse it several times.
6. Act out the story in front of the whole class.
7. If you have time you can make a picture story (4 pictures).



4 – TASK 4

OUR CONTRACT OF RULES



60'

The task:

Think about the most important rules and design a class contract.

How you work:

Alone, in pairs and in the whole group

Material:

- booklet
- pencils, colours
- small slips of paper

Steps:

1. Read the text on the following page (p. 56).
2. Circle why you think rules are important. Compare it with a classmate. Do you agree?
3. What rules do you want to have in your class?
Write them down on small slips of paper.
4. Stick them onto the board.
5. Sit in a circle.
6. Discuss which rules you want to put in the contract.
Circle the ones you choose.
7. Discuss the following questions:
 - How do the rules help us for living and working together?
 - Why do we need them?
 - Are the rules fair to everybody?
 - Are there situations when the rules change?
 - Who should make the rules and why?
 - What happens if we do not follow the rules?
8. Copy down the rules you have decided on into your booklet (p. 57). The teacher writes out the rules on a big piece of paper/poster. Everybody signs underneath.
9. The poster is displayed in the classroom.

Rules are important

When we live and work together we need rules so we can avoid too many conflicts and problems. It is important that everybody knows these rules and agrees with them. There are several reasons why rules are important. Can you find them? Circle the correct ones.

**TO RESPECT EVERYONE
IN CLASS**

**TO LET EVERYBODY
PARTICIPATE**

**TO BE
THE BEST STUDENT**

**TO LET EVERYONE
DO WHAT HE/SHE
WANTS**

**TO MAKE
THE CLASSROOM
A mess**

TO BE FAIR

**TO KEEP
THE CLASSROOM
TIDY/CLEAN**

**TO GET THE TEACHER
TO LIKE YOU**

**TO ALWAYS WIN
A GAME**

**TO LET THE WEAKER
STUDENTS LOSE**

TO BE POLITE

**TO CREATE
A GOOD ATMOSPHERE**

Rules

**TO AVOID
CONFLICTS**

**NOT TO BULLY
ANYBODY**



Our contract of rules

1

2

3

4

5

6

7

8

9

10

4 – Home Task 5

Our family rules – a survey



The task:

Make a survey about the most important rules you have in your family.

How you work:

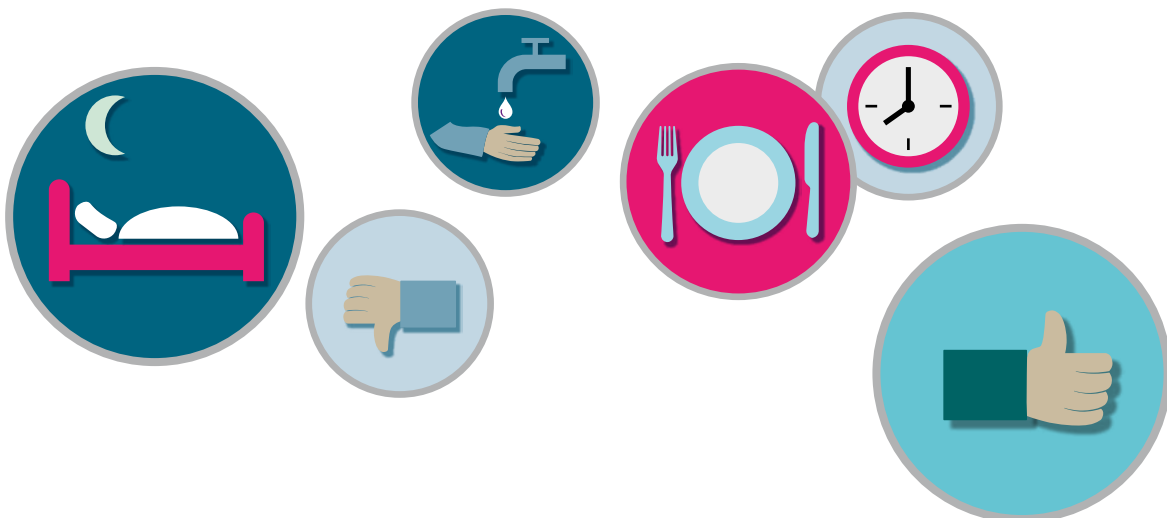
At home or in a quiet place

Material:

- booklet
- pencils, colours

Steps:

1. Look at the table on the next page.
2. You can see a list of different rules.
3. What are the rules in your family? Write them down.
4. Ask a family member if you are not sure.
5. Which rules do you find difficult to follow? Write them down and also give a reason: Why?
6. Now ask a family member: Which rules does he/she think are difficult for you to follow?
7. Bring back the filled-in results to school.



Our family rules - a survey

Think about what rules there are in your family.
Go through the list below and write down the rules in the empty spaces.

HOUSEHOLD RULES:

cooking, cleaning,
tidying, shopping

BODY RULES:

washing, brushing teeth
etc.

BEHAVIOUR RULES:

during eating, in the
house, in the evening,
in the morning

PLAYING RULES:

in the house, outside,
watching TV,
playing video-games,
use of mobile phones

TIME RULES:

when to be home,
when to go out,
when to go to bed

YOU: Which rules do you find difficult to follow? Why?

ASK A FAMILY MEMBER:

Which rules does he/she think are difficult to follow for you?

4 – TASK 6

COMPARE YOUR FAMILY RULES



40'

The task:

Think about why we need rules at home. In groups, present the most important home rules to the class.

How you work:

In pairs, group work and in the whole group

Material:

- booklet
- slips of paper
- pens

Steps:

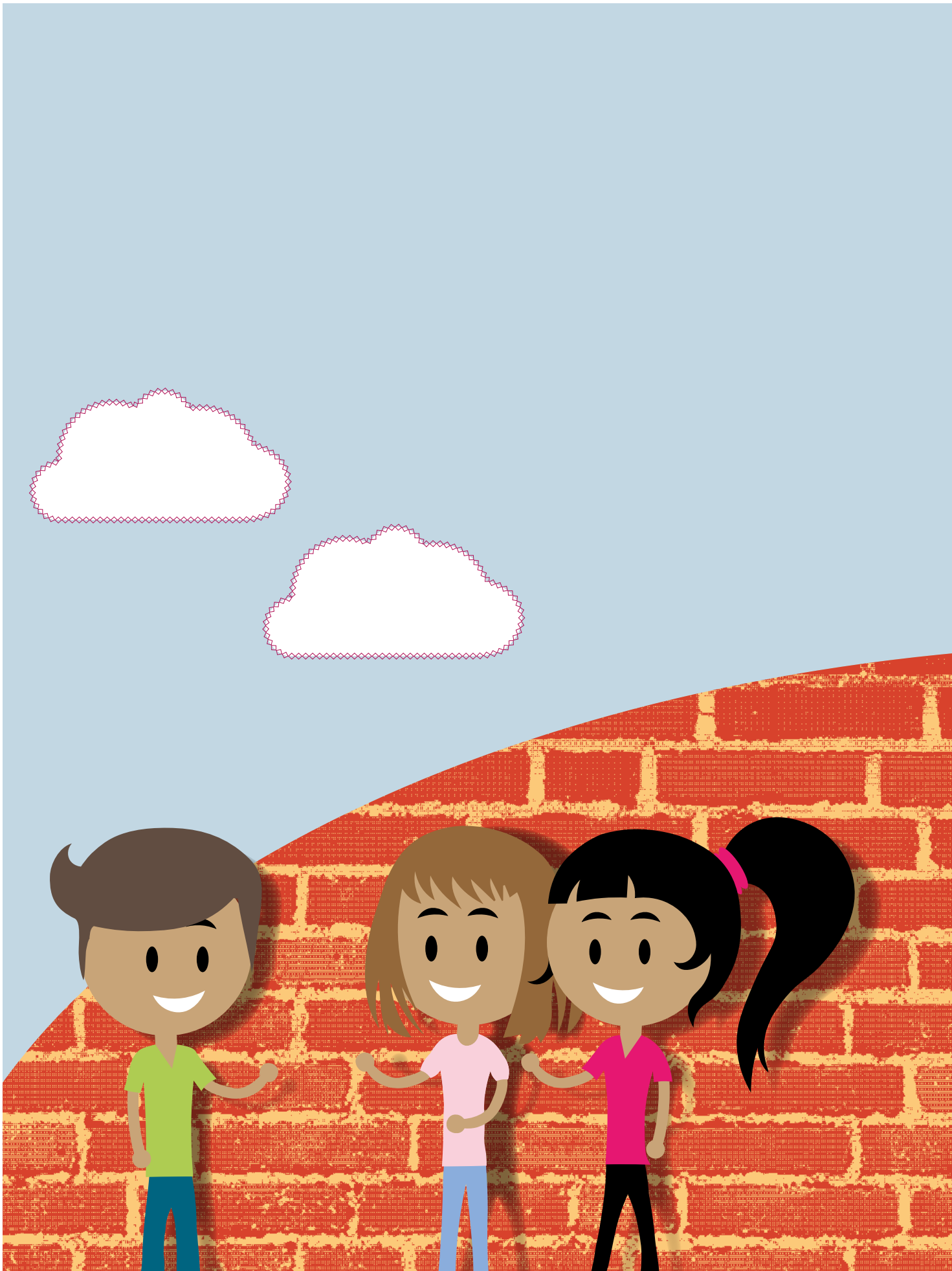
1. Compare your family rules (p. 59) with a classmate:
 - Do you have similar rules?
 - Are there more or less important rules?
2. In your group, exchange opinions about the rules.
3. Then, choose two rules and discuss why they are important.
4. Write them on slips of paper and put them on the blackboard.
5. One of you presents the two rules and the reasons why you chose them.
6. If there is time, discuss the questions on the next page.





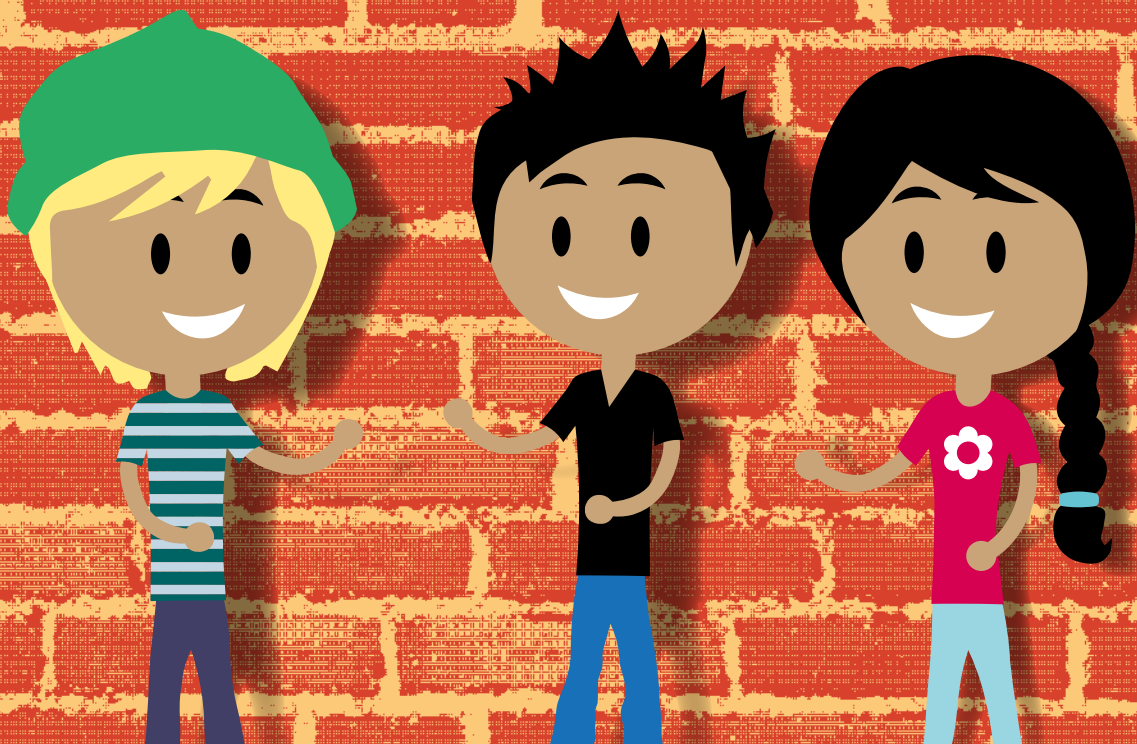
What if you could make up
the rules in your family?
What rules would you choose?





MY FRIENDS

5



5 – TASK 1

MY FRIEND IS SPECIAL



45'

The task:

Think about what friendship means to you.

How you work:

Alone, in pairs and in the whole group

Material:

- booklet
- pencils, colours

Steps:

1. Have a look at the big picture of the girl and the boy (p. 62–63). They are friends and have friends. What do you do with friends? Talk about it with your partner.
2. Who is your friend? List three things that make your friend special on the worksheet (p. 65).
3. Compare what you have written with your partner.
4. Discuss what friendship means to you. Do you need friends? Why? Take notes.
5. Why do you need friends? Discuss in class.



My best friend



1 What is a real friend? What is friendship?



2 My best friend. List three things that make your friend special.

1.

2.

3.



3 Does one need friends? Why? If you cannot answer, make a drawing of yourself and your friend.

5 – TASK 2

WHAT I CAN DO ... WITH AND FOR MY FRIENDS ?



30'

The task:

Collect different ideas about things that you can do with and for your friends.

How you work:

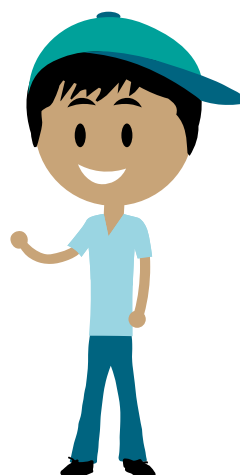
Alone, in pairs

Material:

- booklet
- pencils

Steps:

1. Read the questions on the following page.
2. Write down the answers.
3. When you have finished, discuss the results with your partner. Your partner then comments on your answers.
4. Mark the points you both agree on with a tick (✓). Mark the points you disagree on with a cross (✗).
5. Now, listen to your partner's results and give your comments on his/her answers.
6. If you have time left, you can discuss all points you disagree on.



What I can do... with and for my friends?

3

things you like to do
with your friends

3

things your friends
like about you

3

ways you can be helpful
to others

3

ways your friends
can help you

5 – TASK 3

WHO IS RIGHT FOR THE JOB?



30'

The task:

Choose which of your friends would be good at which job.

How you work:

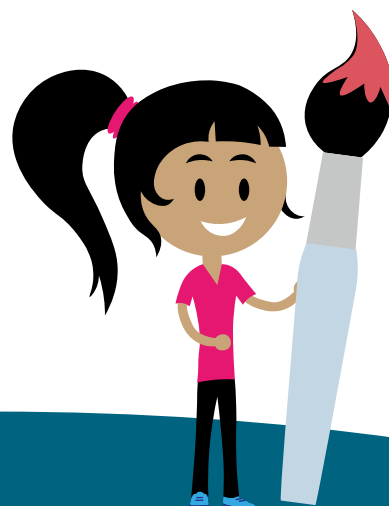
Alone, in pairs

Material:

- booklet
- pencils

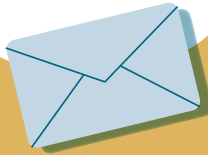
Steps:

1. Look at the collection of jobs in the bubbles (p. 69).
2. Think about all your classmates.
3. Decide which classmate would be good at which job.
4. Write down the names in the bubbles.
5. Now think about yourself. Which job would you be good at?
6. Walk around the room and talk to the friends in your bubbles.
7. Tell them which jobs you listed them for. What do they say?



Who is the right one for this job?

... to take a message
to the head teacher...



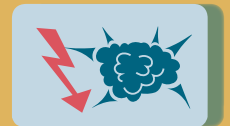
... to help you read a story ...



... to help you make a painting ...



... to help you in a fight ...

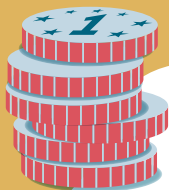


... to help you when you hurt yourself...



... to help you with your
Maths homework ...

... to help you earn money ...



$$9 + 6 = ?$$

5 – TASK 4

I MODEL MY FRIEND AND DESCRIBE HIM/HER



60'

The task:

Model your friend out of clay/plasticine. You make a description.

How you work:

Alone, in pairs

Material:

- plasticine
- pencils, coloured pencils
- small cards for labelling and display

Steps:

1. Take a pack of plasticine from your teacher and share it with a partner.
2. You will model your friend. Which friend will you choose? What does he/she look like?
3. Start modelling piece by piece.
4. Write a short description about your friend on a small card.
5. Show your friend what you have done (if he/she is in the same class) and display your figure on the front table.



5 – Home Task 5

Body map of my friend



The task:

You make a body map of your friend and yourself.

How you work:

Pair work

Material:

- two big pieces of paper
- pencils, pens

Steps:

1. Find a partner.
2. Take a big sheet of paper from your teacher.
3. Find a good place where you want to make the body map.
4. Ask your friend to lie down on the paper and trace him/her with a pen.
5. Write what your friend can do on her/his body map: e.g. leg = dancing, mouth = singing etc. Ask him/her questions to find out.
6. Now it is your turn. Your friend draws a body map of you.
7. Bring the body maps back to school.



5 – TASK 6

YOU PRESENT YOUR FRIEND



60'

The task:

You present the body map to your class.

How you work:

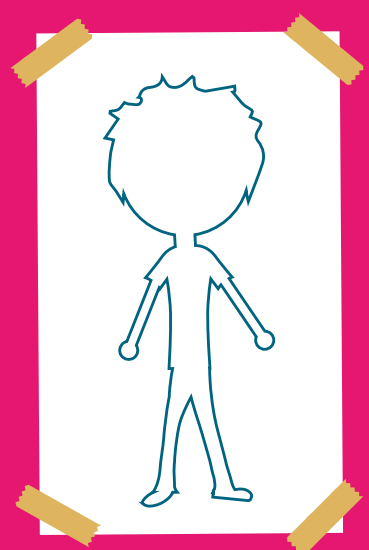
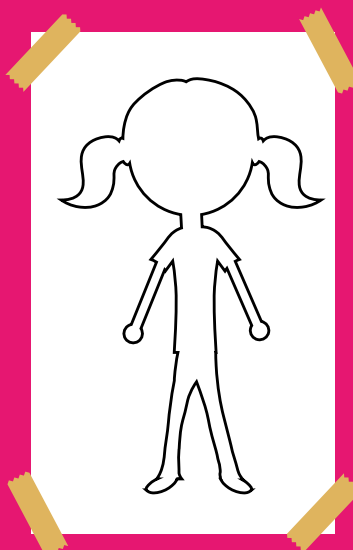
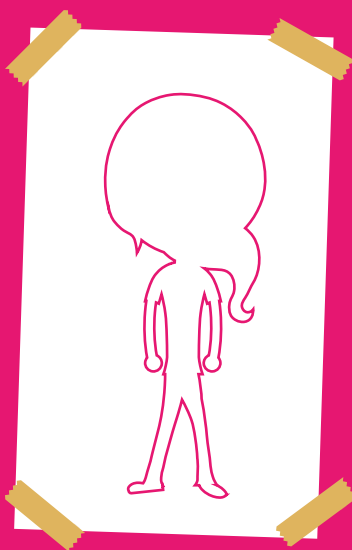
The whole class together

Material:

- body maps

Steps:

1. Put up the body map on the wall.
2. Walk around and look at all the body maps.
3. Your teacher will start a guessing game: Whose body map is it?
4. Who can do what? Can you guess who all your classmates are?
5. Did they guess yours?



5 – TASK 7

YOU PRESENT me AND I PRESENT MYSELF



60'

The task:

Draw a portrait of one of your classmates. You can change your portrait.

How you work:

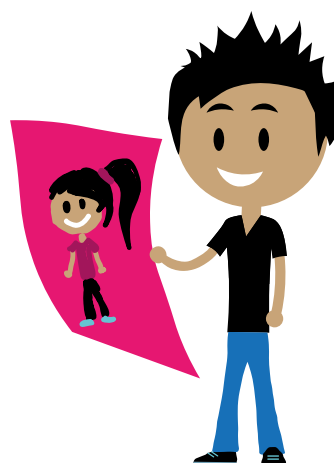
In pairs, alone, in the whole group

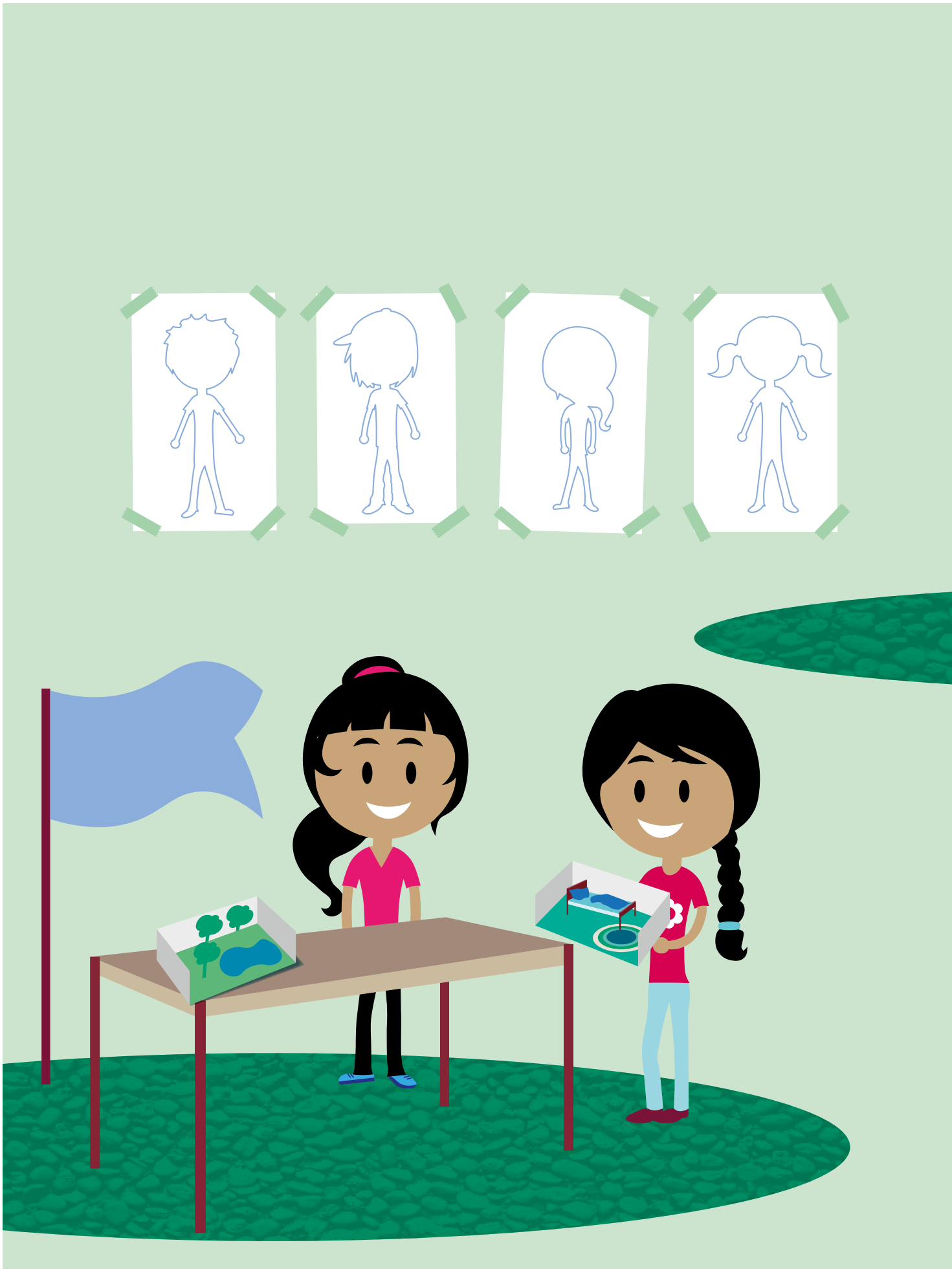
Material:

- paper
- pencils, colours etc.

Steps:

1. In pairs: Draw each other and have fun doing it. It does not have to be perfect.
2. Give the portrait to your friend.
3. Adapt your portrait if there are things you would like to change.
4. Take your finished portrait, walk around and show it to your classmates.
5. Tell the person who drew you, what you liked? What did you change?







6 – TASK 1

PUTTING TOGETHER ALL THE PIECES



45'

The task:

Collect all the things you have produced and prepare a big poster.

How you work:

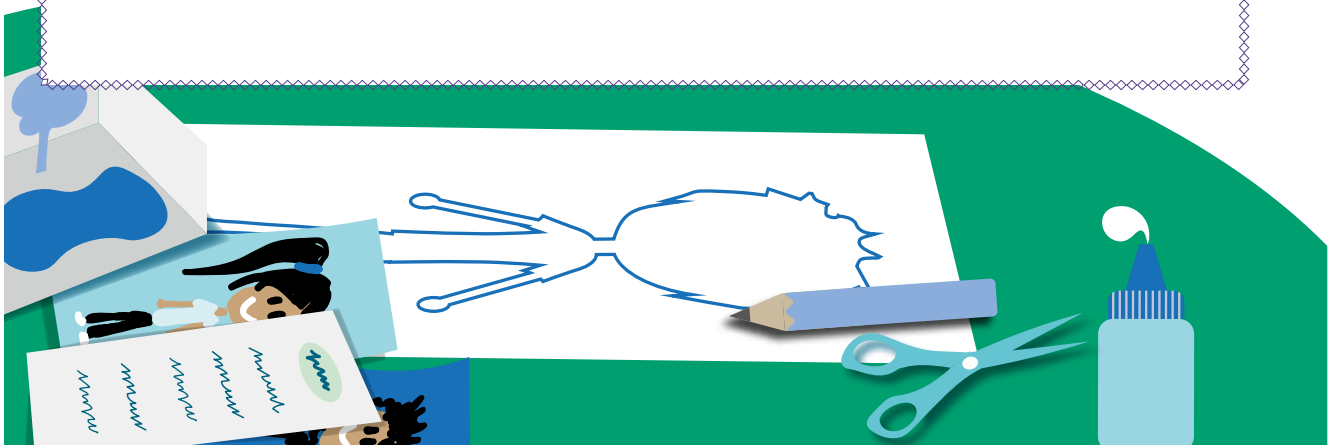
Alone, pair work

Material:

- booklet
- all materials that were produced: photos, figure, box
- pencils, colours, glue

Steps:

1. Look at all the things you have produced during the work with the FACE booklet:
 - Drawings
 - Worksheets: family skills
 - Favourite place box
 - Plasticine figure
 - Body map
2. You take a big poster or flipchart paper and decide what you want to stick onto it (apart from the figure and the box, of course!).
3. The list helps you to collect everything.
4. Ask a partner what he/she thinks about your idea or ask your teacher.
5. Make a nice poster out of it.
6. Start sticking everything onto the poster.



Putting together all the pieces

OBJECT

COLLECT

DONE

Photo/drawing
of me and my family

display



My family skills

write it on the poster



My favourite place
construction (box)

display



Family rules

write it on the poster



Role play: Our fight story

act out



My friend made out
of plasticine

display



Body map of my friend

display



Portrait

display



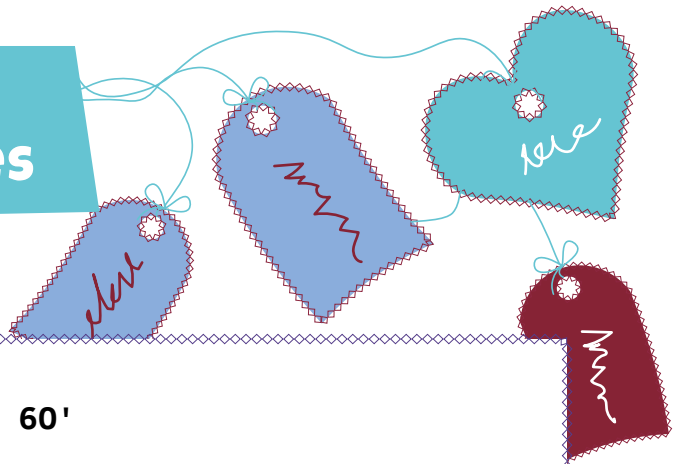
Additional drawings

stick on poster



6 – TASK 2

LABELLING ALL THE PIECES



60'

The task:

Design labels and descriptions for all your exhibits.

How you work:

Alone, pair work

Material:

- all collected objects and products
- pencils, colours
- small cards for labels

Steps:

1. Look at your poster again.
2. Take small cards of paper and write labels for each exhibit or object that can be seen in the exhibition.
3. Ask a partner or your teacher if you need help.
4. Here are some examples:
 - This is my family. My mother, my father, my sister and my brother
 - I like to spend time with my friend, This is what he looks like made out of plasticine. This is a picture of him/her.
 - Here you can see my favourite place. It includes
5. Try to use your nicest handwriting!
6. You may decorate the poster and the cards.
7. Look at your exhibition.
Do you like it?

6 – TASK 3

WE WRITE AN INVITATION



60'

The task:

Together with your teacher, design an invitation for your parents and your whole family.

How you work:

In the whole group, alone

Material:

- booklet
- pencils, colours
- (coloured) sheets of paper

Steps:

1. In order to invite your parents and your family you need an invitation.
2. Discuss together with your teacher what has to be written on the invitation:
 - What will you call your exhibition?
 - When will it take place?
 - Where will it take place?
 - How long will it stay open?
3. Write a draft invitation on the next page.
4. Show it to your teacher.
5. Now, take a new sheet of paper and write your invitation very neatly.
6. Decorate it.
7. Let your teacher sign it.
8. Take it home and give it to your parents and to your family!



My invitation

6 – TASK 4

WE PRACTISE OUR GUIDED TOUR



60'

The task:

You practise the guided tour through your exhibition together with your teacher and with your partner.

How you work:

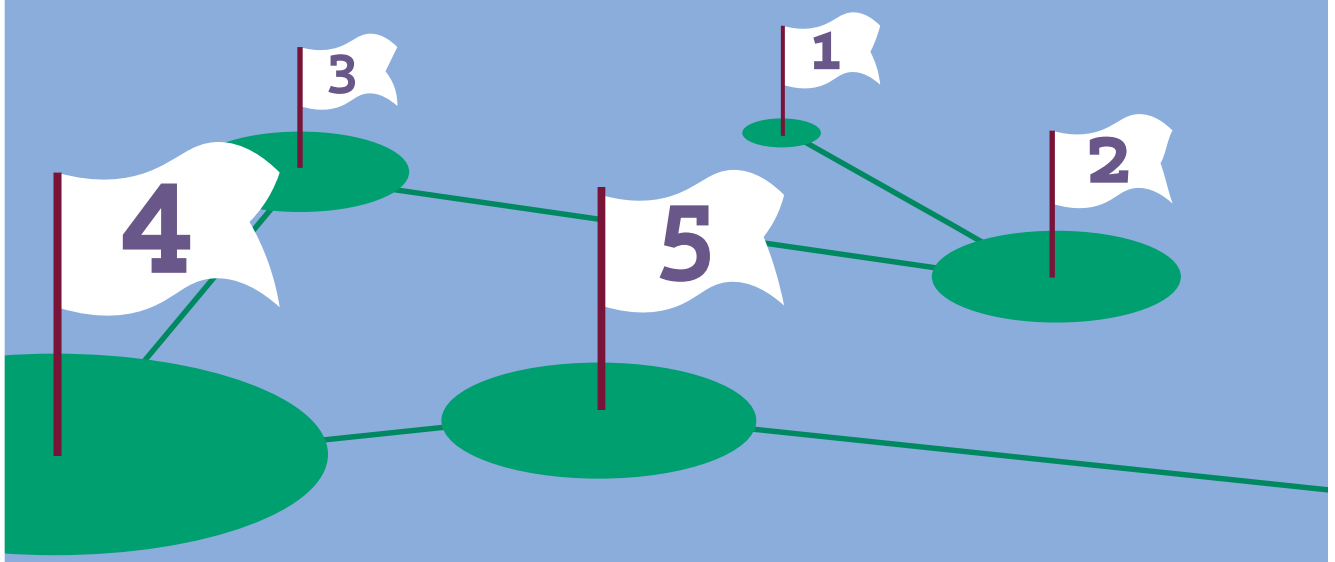
Pair work, then in the whole group

Material:

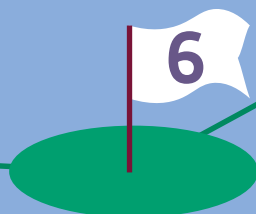
- booklet
- pencils

Steps:

1. Arrange the room together with your teacher.
2. When the exhibition opens you will guide your family through it. You will do it together with a partner.
3. Practise with your partner: What will you say? Where will you start?
4. Make notes of what you want to say. Use the following page for this.
5. Practise it a few times.
6. Invite another class to your exhibition and practise your tour.



Notes



6 – Home Task 5

Invite your parents



The task:

Take your invitation and invite your parents to the exhibition. Remind them when and where it takes place.

How you work:

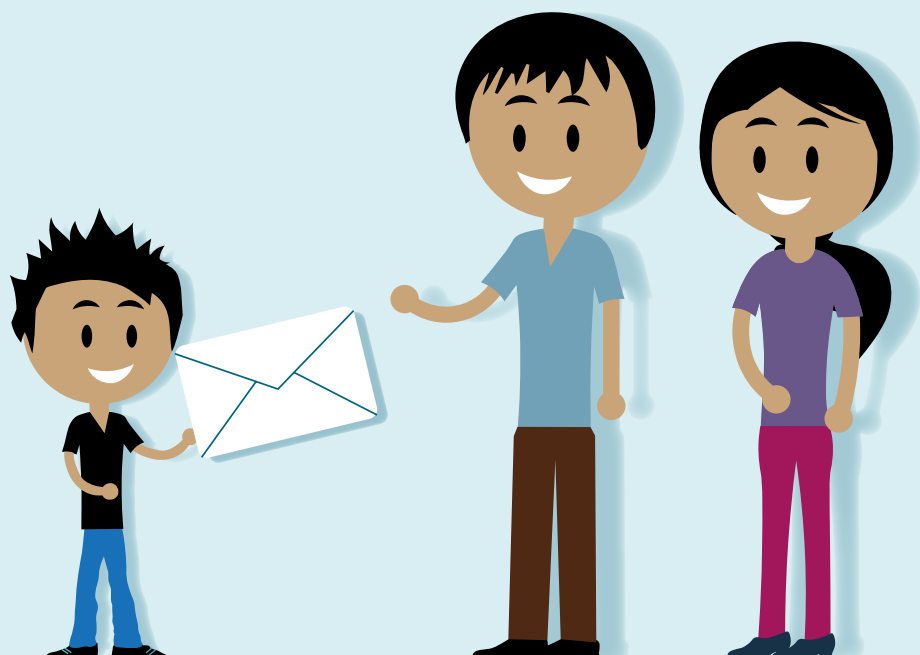
Alone

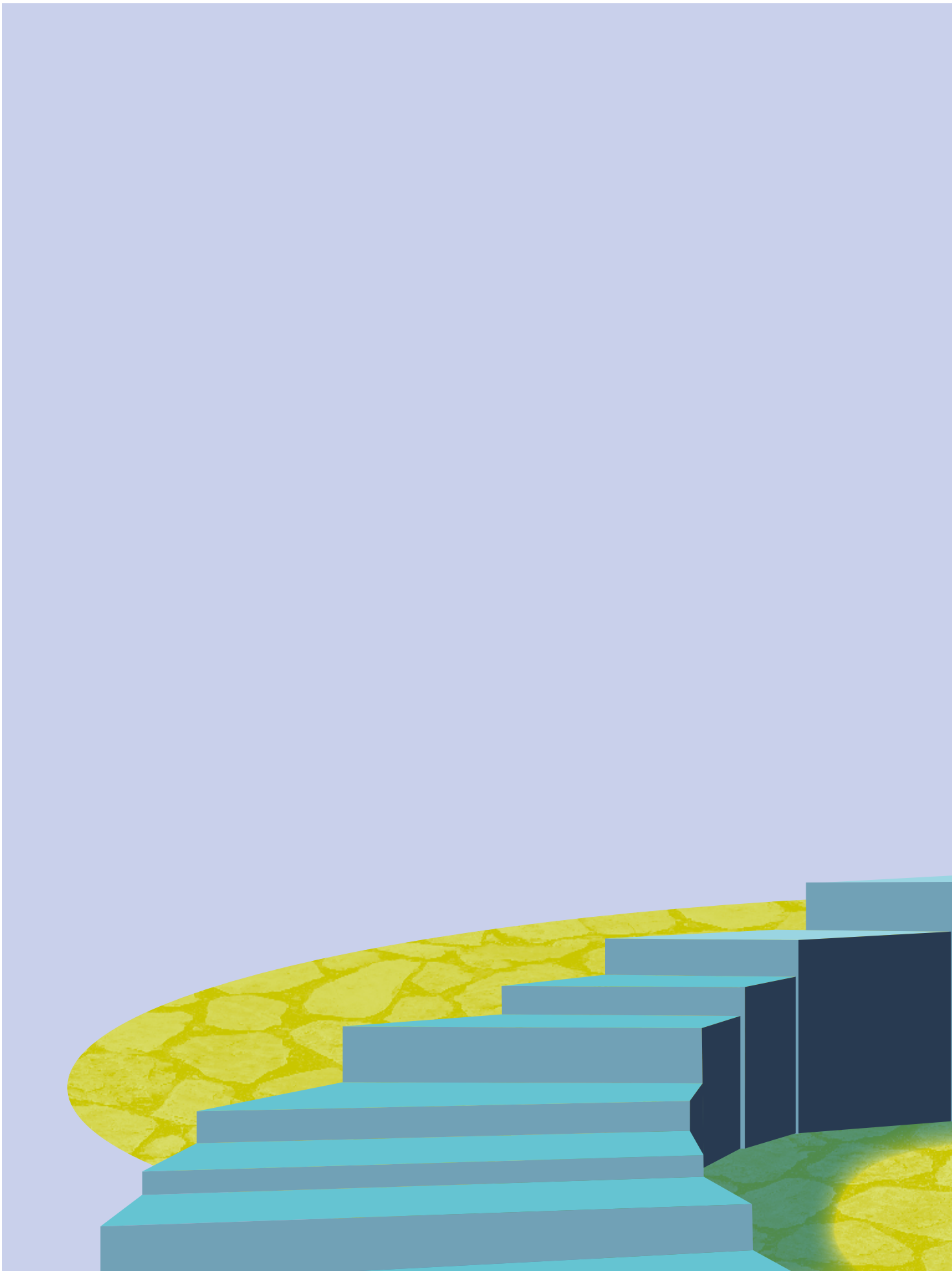
Material:

- invitation

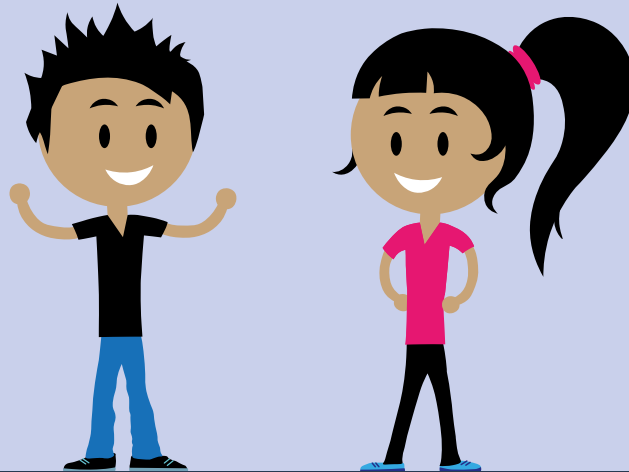
Steps:

1. You take home your handmade invitation and hand it to your parent(s).
2. Tell them it is an exhibition which they and you contributed to with photos, drawings etc.
3. Remind them when and where it takes place.





WHAT I HAVE LEARNED WHAT WE HAVE LEARNED



7 – TASK 1

QUESTIONS AND ANSWERS ABOUT MYSELF



30'

The task:

You become aware of what you have been working on.

How you work:

Alone

Material:

- booklet
- pencils

Steps:

1. During the past months you have thought a lot about yourself.
2. Now it is time to answer some questions about whether you enjoyed the work. Turn to the next page and always tick the face that is right for you.
3. When you have finished, quietly hand your booklet with the page opened to your teacher.



Questions and answers about myself



1.	I liked working with this booklet.				
2.	I learned new things.				
3.	I liked working with my friends.				
4.	I understood what I had to do.				
5.	I can do some things better now.				
6.	I liked it when I had to draw something.				
7.	I liked it when I had to write something.				
8.	I liked it when I had to speak to other people.				
9.	I found it easy to work with the booklet.				
10.	I know what I am good at.				
11.	I know what I have to improve.				
12.	I know what I am not good at.				
13.	I know what others think of me.				
14.	I know where my strengths are.				
15.	I know how others see my strengths.				
16.	I would like to work more on my strengths.				
17.	I would like to work more with other people.				
18.	I would like to have more help from my teacher.				
19.	I would like to have more help from my friends.				
20.	I would like to work more on my own.				

7 – TASK 2

MY HAPPY AND SAD moments



30'

The task:

You become aware of what you have been working on and identify your ups and downs.

How you work:

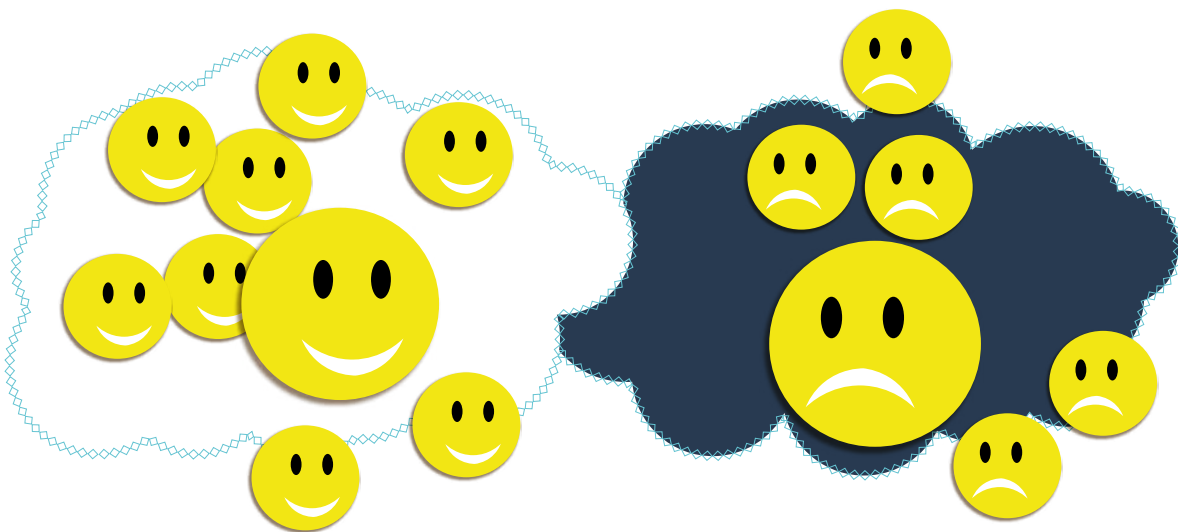
Alone

Material:

- booklet
- pencils, colours

Steps:

1. Think about working through the booklet again.
2. What was your most successful moment? What made you happy?
3. Was there a moment of failure? What made you sad?
4. Write or draw these moments on the next page.



My happy and sad moments



7 – TASK 3

MY FAVOURITE TASK



25'

The task:

You become aware of what you have been working on and identify your favourite task.

How you work:

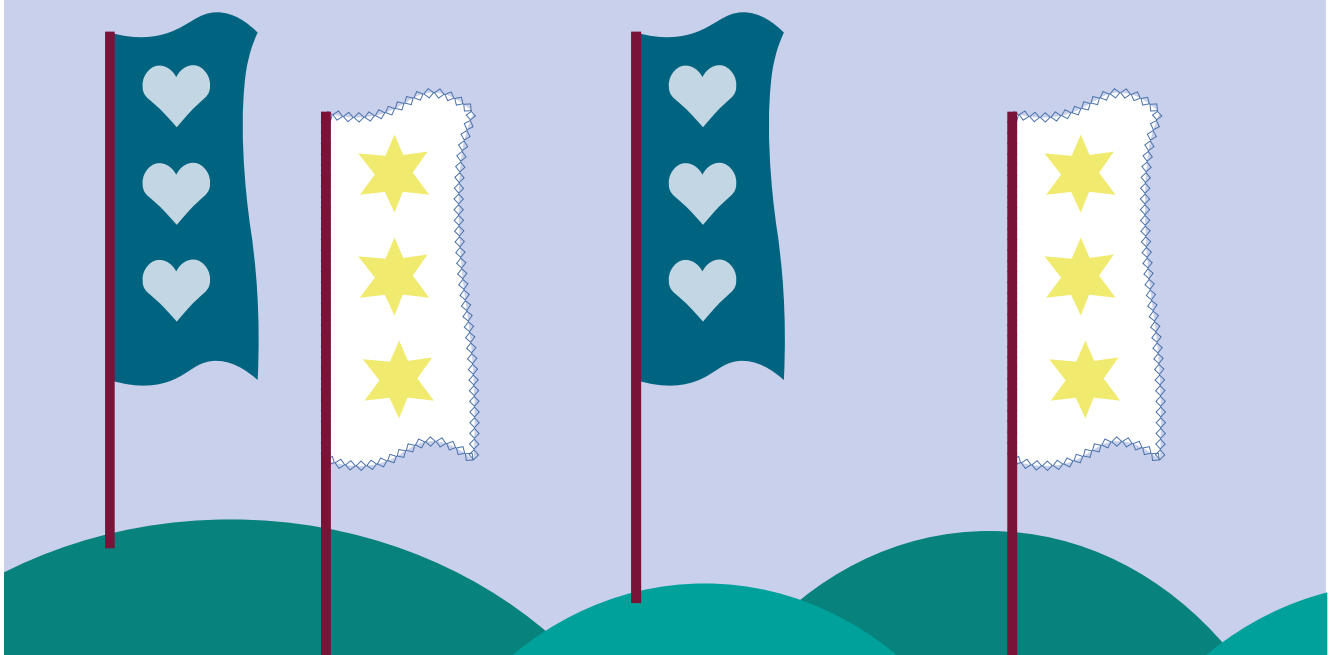
Alone, in pairs

Material:

- booklet
- pencils, colours

Steps:

1. Look through the whole booklet again. Read through all the things you have done and look at all the things you have drawn.
2. What did you like best? You can write it down or draw it.
3. When you have finished, show it to your neighbour.



My favourite task

7 – TASK 4

MY PERSONAL PRIZE



30'

The task:

Design a prize for something you have done very well in the FACE booklet.

How you work:

Alone, in pairs

Material:

- booklet
- pencils, colours

Steps:

1. Think about the time you worked with FACE: What are you proud of? What did you do well?
2. Design a prize for yourself and draw it on the next page. Fill in what the prize is for.
3. Draw a prize for a classmate for something they have done. Present the prize to your classmate.
4. Put your booklet at the front of the classroom.
5. Walk around and look at all the prizes. What do you think?



My personal prize

PRIZE

Date:

Name:

I receive this prize for:

Signed: _____



PRIZE

Date:

I give this prize to:

for:

Signed: _____





MY TEACHER'S FEEDBACK

This page is reserved for your teacher. He/she will write down some comments about you and how you did when you were working on this booklet.

He/she may also talk to you about this.

[illegible]

Date: _____ Signature: _____

Notes