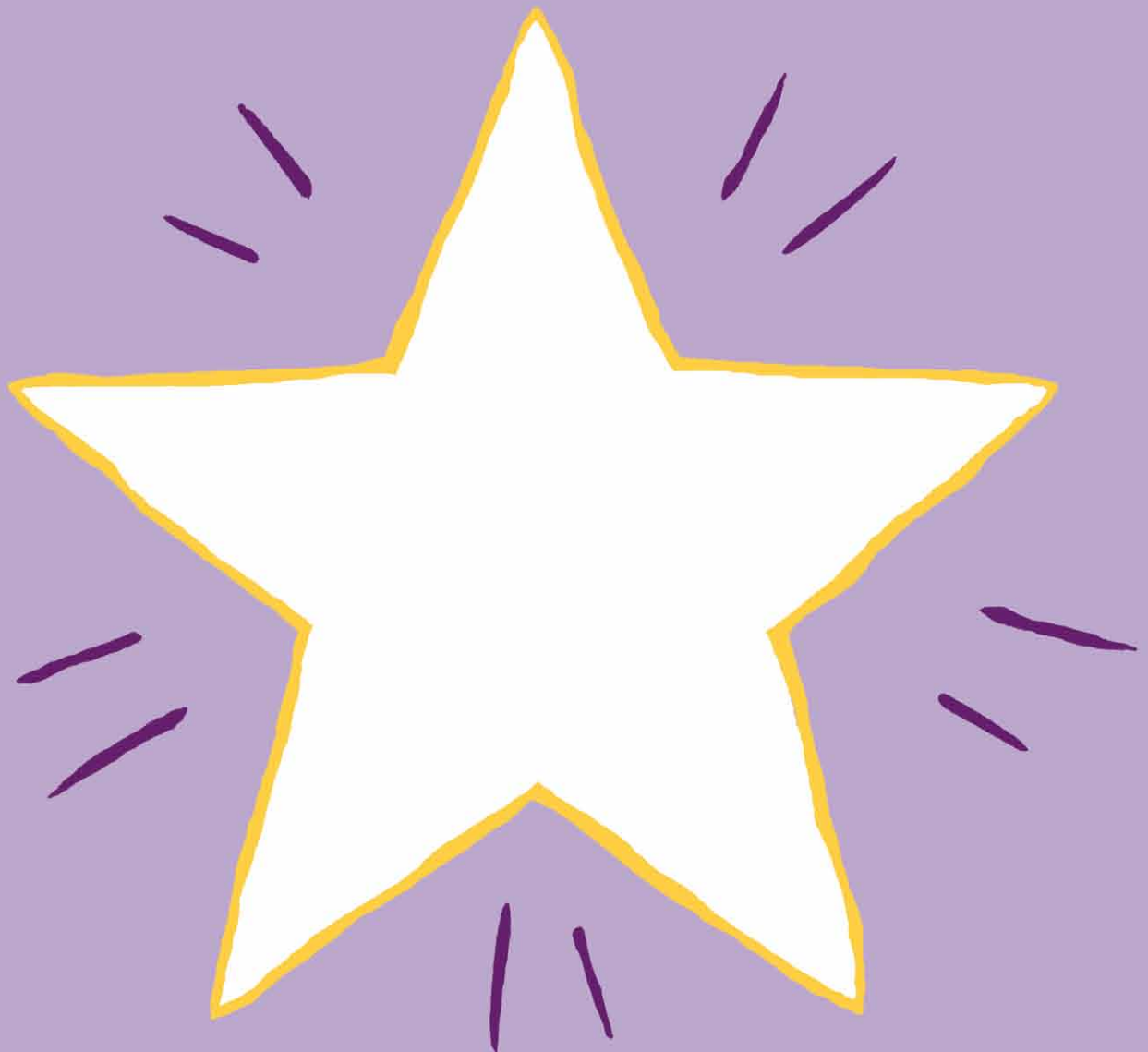




# ME, MY TALENTS, MY WORLD

DISCOVER YOUR STRENGTHS AND DEVELOP YOUR SELF-ESTEEM



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ME 1  
Me, my feelings, my friends

**ME2**  
**Me, my talents, my world**

ME3  
Me, my skills, my job

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# ME, MY TALENTS, MY WORLD

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# 1. GENERAL INTRODUCTION

ME – Me, my talents, my world is part II of the ME teaching and learning material series. The ME series was designed to support children belonging to an underprivileged group of society in the development of their self-concept and their view of their own competences, talents and interests. The ME teaching and learning material is divided into three different levels:

- ME 1 – Lower primary: Me, my feelings, my friends
- ME 2 – Primary: Me, my talents, my world
- ME 3 – Secondary: Me, my skills, my job

## Structure

All parts of the ME series are built up in the same way. The booklets comprise five major topics, each dealing with different levels of development of the self-concept and self-competences of children or adolescents. With each topic, two perspectives are addressed: that of the individual student and those of the others around him or her. The alternation between these two perspectives is part of every topic to help children develop the ability to bring the experience of self-perception and the experience of being perceived by others more closely together.

Every ME booklet ends with a topic of reflection on the students' own learning processes. A final page gives the teacher or educator space for personal feedback to the students. We strongly recommend that the opportunity to give constructive feedback, as opposed to pure grading, be taken by the teachers and educators.

Each task begins with a page of information and instruction outlining the goals, the organisational set-up of the lesson as well as the main teaching steps and material needed. This page is meant for teachers and educators. Some tasks also include possibilities for variation. Following the information page, the students' working material is listed. This page or these pages are meant for the students to work on.

## Organisation

Each topic consists of 6 tasks which all last around 30 – 60 minutes, depending on the level of the group. It is the teacher's or educator's task to decide how to organise the teaching of ME. This could be in an integrated way to fit the normal teaching and learning sessions of a group (e.g. ME for half an hour per day or week). This could also be in the form of a more concise block scheduling of the sessions (e.g. ME over delivered during larger blocks spread over two consecutive weeks). We recommend using ME regularly so that the children experience continuity over a longer period of time. This will allow the ME booklet to become more of a used and familiar tool for the students.

## Cultural adaptation

The ME series was originally compiled and created by Swiss experts of the Zurich University of Teacher Education for use in different contexts of teaching and learning contexts all over the world. Therefore, the majority of the tasks are designed to be more or less "culture-free", which means that they can be used with children or adolescents at an appropriate age around the globe. However, each topic also includes one or two tasks that can be and are adapted to the specific context in which the material is used. These tasks often centre on specific cultural issues or issues of a certain minority group (e.g. street children, refugee children, ethnic minorities etc.). Various resources were used to compile part II ME, My talents, My world, some of them in their original form and the majority adapted to the context of this booklet. If this is the case, the material used is referenced underneath each task or underneath the working material for the students.



## 2. PEDAGOGICAL AND PSYCHOLOGICAL BACKGROUND

### Cooperative learning

ME supports and encourages the concept of cooperative learning. Cooperative learning focuses on developing openness when working together, on communication and on discussion. When working together, task content can be understood in more depth and students can develop greater self-confidence. When working in groups, students experience being accepted by others and valued as team members and can share their knowledge more freely. Cooperation can be encouraged by group games, group activities and group discussions. Teachers should take care to offer individual work periods and group work periods in a balanced ratio.

### Self-concept

Self-concept means the way we feel towards ourselves. For a child or an adolescent this can mean how and to what extent he/she feels valued by his/her family, how he/she feels as a student, how he/she feels teachers and fellow students perceive him/her, how he/she views himself/herself as a friend etc. Self-concept also includes the extent to which children feel that they are accepted by their friends and whether they believe in their own competences to master their lives.

A positive self-concept is decisive for the satisfaction of children and adolescents and their social and emotional well-being, as well as their academic achievement. Children and adolescents with negative feelings towards themselves tend to also have negative feelings towards others. They tend to show rather weak academic achievement and are more prone to behavioural challenges.

Childhood and early adolescence are the time to support a positive self-concept. The older a child becomes the more difficult it gets to eliminate the effects of a negative self-concept. It is however possible to possess a very low and negative self-concept in certain areas without it having any impact on other areas. Also, the strength of the self-concept can vary over time. Children who feel “different” tend to develop a negative self-concept.

It is very important to support students in developing a balanced self-concept. Recognising their strengths and appreciating them will allow students to see their limitations at the same time. The students have to learn to understand that they cannot be perfect, because nobody is. Perfection is a rather unrealistic goal. Whoever strives to become perfect will end up unhappy. It should be the students' goal to do their best.

### Criteria for observing behaviour related to self-concept







It is possible to observe and evaluate the self-concept of the students over a certain period of time. As a teacher you can ask the following questions as criteria for assessing their self-concept:

- Are the students ready to take the risk of making a mistake in their work or play?
- Are they self-confident enough to speak in class?
- Are they eager to make new experiences and do they take up challenges?
- Can they develop friendships?
- Can they set goals for themselves?
- Do they respond to the requests of the teacher?
- Are their expectations of themselves realistic?
- Can they accept failures?
- Are they ready to learn from their mistakes?
- How do they cope with problems and failures?
- Are they self-confident enough to take part in class discussions?

Try to get the students to know how they can value their own work. Let them collect pieces of their best work in a folder. The aim is to activate the intrinsic motivation of the students. Intrinsic motivation comes from the person inside and is not dependent on any external reaction such as praise or reward. Students are intrinsically motivated if they feel good about themselves. Being successful in one learning area may encourage students to take risks in other areas and try out new things. It is the teacher's task to find an area where the student is academically strong and successful. Only when students are able to evaluate their own efforts will they also be able to rely on their own values rather than on external judgements.

We want to wish all teachers, educators, social workers and others who are working for the benefit of underprivileged children around the world success and satisfaction in using Me as a teaching and learning aid!

1 - TASK 1: ABOUT ME

		The task: You write down the most important things about yourself.
		
		
	40 min	

**Classroom organisation:** Individual work, then pair work.

**Procedure:**

1. First work individually and fill in the sheet about your person. Think about the things you can do really well, fairly well and the things that you would like to be able to do.
2. As a next step you make a picture of yourself.
3. When you have finished, take your booklet and walk around. Talk to another friend and show him/her what you wrote and drew. Do this with 2 friends and also listen to and look at their ideas.

**Material:**

- booklet
- pencils, colours

# ABOUT ME

*Write down 3 things you can do really well:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Write down 3 things you can do fairly well:*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Write down 3 things you would like to be able to do:*

\_\_\_\_\_






\_\_\_\_\_

\_\_\_\_\_

*Draw a picture of yourself:*

(Resource: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

1 - TASK 2: MY NAME IN A POEM

		<p>The task:</p> <p>You create a poem out of the letters of your name.</p>
		
		
	30 min	

Classroom organisation: Individual work

Procedure:

- 1. Write the letters of your name vertically down the left side of the page.
- 2. Write a poem that tells something about you.
- 3. Start each line of the poem with a letter of your name.
- 4. Think of words or sentences that describe your person the way you see yourself.
- 5. When you are finished you can decorate the page the way you want to.

Material:

- booklet
- pencils, colouring pens

# My name in a Poem

Write down the letters of your name: vertically from top to bottom. Start each word or sentence of your poem with one letter. Use words or sentences that describe your person.

Makes everybody laugh

Always helps








Runs too fast

Apples she loves

Your name:

(Resource: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

# 1 - TASK 3: THE RHYTHM OF MY NAME

		<b>The task:</b> You understand that everybody's name is special.
		
		
	30 min	

**Classroom organisation:** Individual work, then pair work, then plenary session





**Procedure:**

1. Think about your name. How many syllables does it have? Invent a movement or sound for each syllable, e.g. Sam (jumps in the air once), Jenny (claps twice), Abeeku (stamps three times) etc.
2. Practice your rhythm and then show it to a friend. Also practice his/her rhythm.
3. The two of you then walk around the room and find another pair.
4. Practice all of your name rhythms with your friends.
5. When you have finished, sit in a circle.
6. When everybody has sat down, your teacher will ask you to perform the names in your group for your other friends.

**Material:** none

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

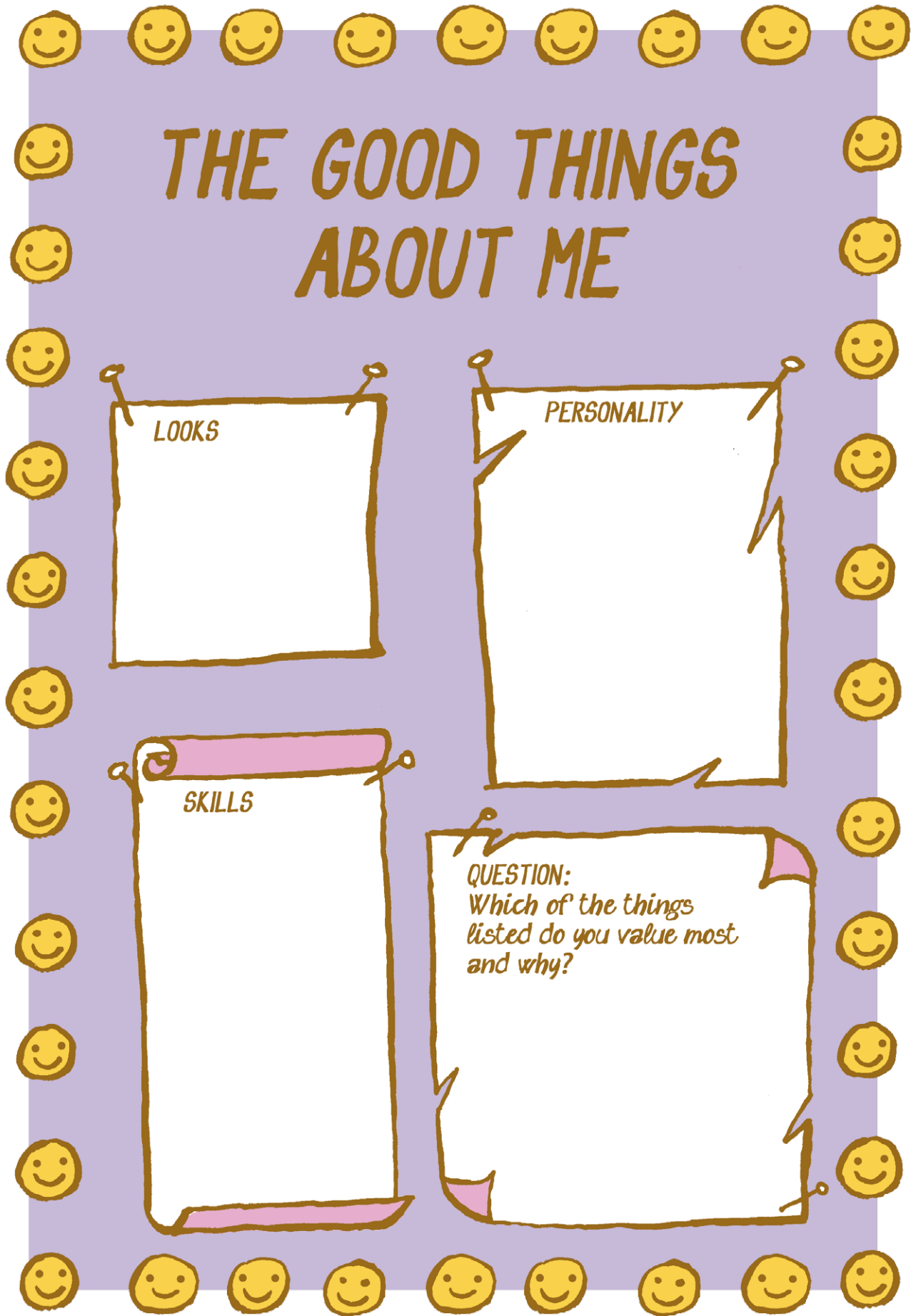
1 - TASK 4: THE GOOD THINGS ABOUT ME

	✗	<b>The task:</b> Write down good things about you in different areas.
	✗	
		
	45 min	

**Classroom organisation:**  
Individual work, then group work

- Procedure:**
1. Look at the different fields on the next page.
  2. Write something you like about yourself in each field.
  3. Which of the things listed do you value most and why?
  4. When you have finished, make a group of four. Mix up your booklets and put them on the table for everyone to see.
  5. Guess whose page belongs to whom by reading the texts.
  6. Were you right? Were you wrong? Talk about it in your group.

- Material:**
- booklet
  - pencils, colours



**THE GOOD THINGS ABOUT ME**

**LOOKS**

**PERSONALITY**


**SKILLS**

**QUESTION:**  
*Which of the things listed do you value most and why?*

(Resource: Dalgleish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)



# 1 - TASK 5: OUR CIRCLE OF GOOD THINGS

		<b>The task:</b> You give and receive compliments about your person.
		
		
	30 min	







**Classroom organisation:** Plenary

**Procedure:**

1. As a whole group you sit in a circle.
2. One student (picked by the teacher or randomly) sits in the middle of the circle.
3. All other students start to give him/her compliments. This can be compliments about all areas, such as looks, personality, skills etc.
4. The student in the middle accepts and responds to all compliments by saying thank you.
5. After every student has given a compliment, another student sits in the middle.

**Material:** none

1 - TASK 6: I AM AN ANIMAL

		<b>The task:</b> You imagine what animal you would like to be and draw the animal.
		
		
	30 min	

**Classroom organisation:** Individual work, then pair work

**Procedure:**


1. Think about this: If you could be an animal for a day, which animal would you choose to be and why?
2. Write down the animal and the reasons why you chose it.
3. Draw the animal underneath.
4. When you have finished, turn to your friend and show him/her what you did. You might also want to explain a little more.

**Material:**

- booklet
- pencils, colours

# I AM AN ANIMAL







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



*Draw the animal:*

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

2 - TASK 1: HOW WOULD YOU FEEL IF YOU WERE NEW... ?

		<b>The task:</b> You imagine yourself in a new situation. You give advice to a student in a new situation.
		
		
	30 min	

**Classroom organisation:** Work individually, then in pairs

**Procedure:**

1. Imagine how you would feel if you were a new student in your group.  
How would you feel on your first day?
2. Write down your thoughts by yourself.
3. Think about what could help a new student.
4. Write down your ideas in a welcome letter to this student.  
This could be rules, important things to know etc.  
It should be things that will help the new student settle in.
5. When you have finished, sit in a group of four.
6. Start reading the welcome letters one after the other to the small group.  
Discuss the letters and ideas.
7. Do you agree with each other?

**Material:**







- booklet
- pencils, colours



(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)



2 - TASK 2: FEELINGS QUIZ

		<b>The task:</b> You describe how you feel in certain situations and design a riddle.
		
		
	30 min	

**Classroom organisation:** You work on your own. Then you sit together with a friend. He/She works in your booklet, you in his/hers.






**Procedure:**

1. Look at the sentence starters and think about how you would finish them.
2. Write down the rest of the sentence in another box, but not the one next to the box!
3. Do this for every sentence.
4. At the end, you have filled in all boxes but they are not filled in next to each other.
5. If you have time left you can also add a drawing.
6. Now, turn to your friend and give him/her your booklet to read. He/she has to solve your quiz by drawing lines to connect the right boxes.
7. When he/she is finished, check the lines and see if they are correct.
8. At the end, you have read each other's pages and have drawn the connecting lines.

**Material:**







- booklet
- pencils, colours

# FEELINGS QUIZ

 <i>I feel angry when...</i>	
 <i>I feel jealous when...</i>	
 <i>I feel disappointed when...</i>	
 <i>I feel happiest when...</i>	
 <i>I feel proud of myself when...</i>	
 <i>I...</i>	

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

2 - TASK 3: DON'T WORRY!

		<b>The task:</b> You think about your fears and ask your friends for some advice.
		
		
	30 min	

**Classroom organisation:** Individual work, then pair work

**Procedure:**





- 1. People have different things that they worry about.
- 2. Think about what your fears are. What are you afraid of? What scares you?
- 3. Write or draw your fears and fill in the table.
- 4. Turn to a friend and choose one fear you want to tell him/her.  
He/she then gives you advice about what you could do about this fear.  
Write down the advice into the bubble on the right hand side.
- 5. Then it is your friend's turn and you will give him/her your advice.
- 6. If there is a fear you don't want to tell your friend, you don't have to.

**Material:**

- booklet
- pencils, colours

MY FEARS	How I could make them go away

2 – TASK 4: STRONG MEN, STRONG WOMEN!

	✗	<b>The task:</b> You find out what a strong person is for you. You compare your results with your friends' results.
	✗	
	✗	
	45 min	

**Classroom organisation:** Individual work, then pair work and plenary work


**Procedure:**


1. Think about what kind of people you find strong. What makes a person strong?
2. Write or draw these people in your booklet. They can be friends, relatives, people you know from TV, stars etc.
3. Walk around with your booklet and compare your strong men and women to your friends' results. Ask why they think these people are strong.
4. Which women or men do girls find strong? Why?
5. Which women or men do boys find strong? Why?
6. Which women or men do both find strong? Why?
7. Sit down in a circle. Your teacher will ask you for your answers.  
Discuss them with the whole group.

**Material:**

- booklet
- pencils, colours

# STRONG MEN, STRONG WOMEN







MEN

WOMAN

I am a  
BOY  
GIRL

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

## 2 - TASK 5: MY LAUGHING RECIPE!

	
	
	
	45 min

**The task:**

You identify the ingredients that make you laugh and put them together to make a recipe.

**Classroom organisation:** Individual work, then pair work

### Procedure:





1. Some people say that laughing is the best medicine.  
Think about the things or situations that make you laugh.
2. You are the doctor now: write down a recipe for laughing!
3. Sign your recipe as the doctor.
4. Draw the funniest situations you can think of around your recipe.
5. Display your recipe so everybody can look at it.
6. Walk around the room and read your friends' recipes.

**Material:**

- booklet
- pencils, colours

[illegible]

2 - TASK 6: OUR BEST EXCUSES

		<b>The task:</b> Together, you find the 10 best excuses why you have to laugh during class.
	✗	
	✗	
	45 min	

**Classroom organisation:** Individual work, then pair work and plenary work

**Procedure:**

1. You sit in a group of four.
2. Think about the 10 best excuses for having to laugh suddenly and loudly during class.
3. Make your own list for yourself. Write it down.
4. Turn to the group and discuss which 10 excuses you choose as a group.
5. On a spare sheet of paper (or a flipchart or poster) one of you writes them down. Discuss who will present your paper to the class.
6. The group's 10-point excuses are presented to the class.

**Material:**

- booklet
- pencils



*The 10 best excuses  
for laughing out suddenly  
and loudly in class*



1.

2.

3.

4.

5.

6.

7.

8.

9.





10.

HA! HA! HA! HA! HA!

(Adapted from: Nason McElherne, L. (2007): 130 originelle Ideen für zwischendurch. Selbstwertgefühl und Sozialkompetenz fördern. Band 1. Auer Verlag GmbH. Donauwörth.)



3 - TASK 1: THE THINGS I AM GOOD AT

	✗	The task: You find out what you are good at.
	✗	
		
	25 min	

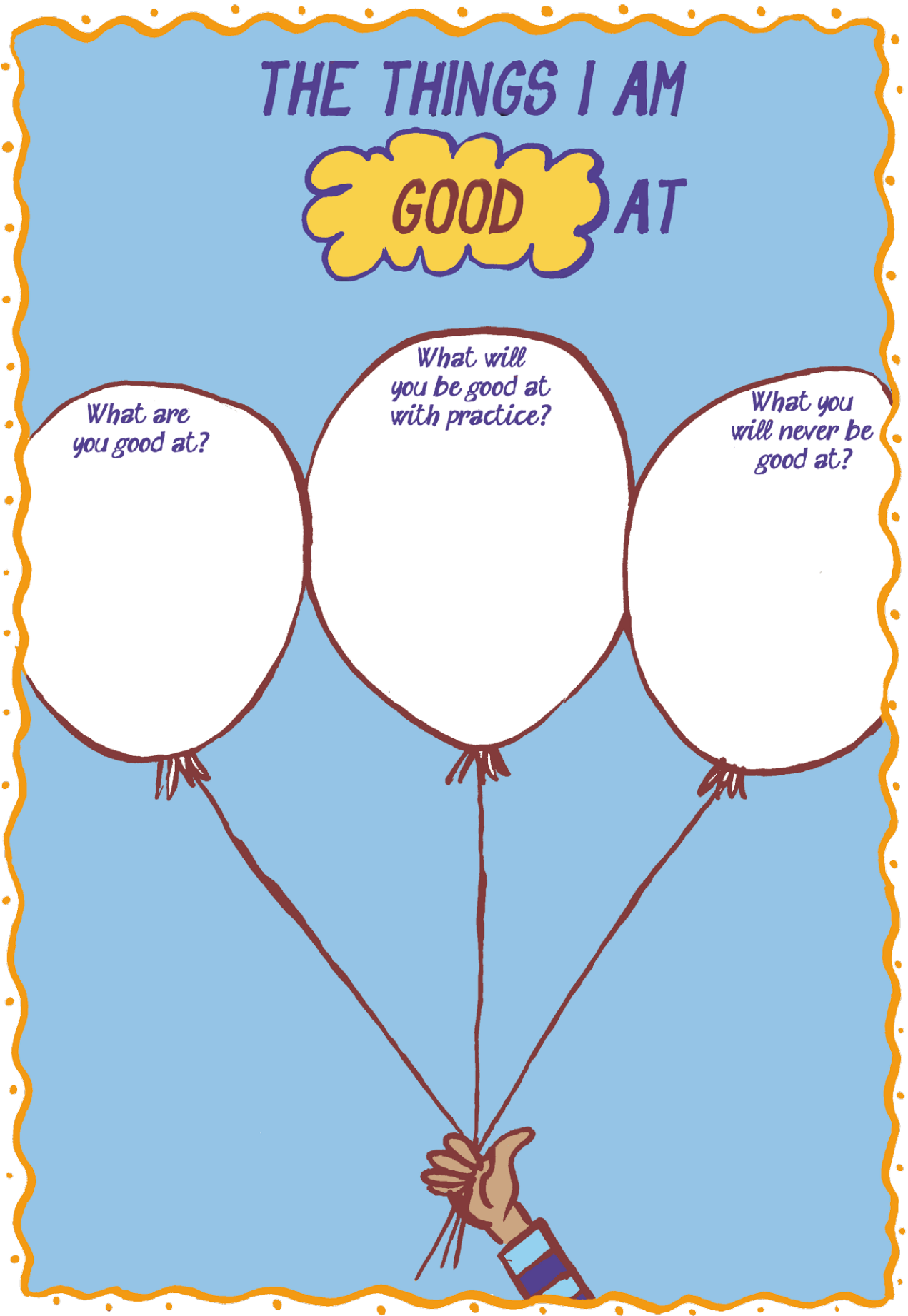
**Classroom organisation:** You work on your own, then present your ideas to a partner

**Procedure:**

1. Write down all the things you are good at. You can also draw them.
2. Turn to your friend and compare your ideas. What does he/she say?  
What do you have to say about his/her ideas?





**Materials:**

- booklet,
- pencils, colours



(Resource: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

3 - TASK 2: MY 5-POINT PLAN

	✗	<b>The task:</b> You decide on which of your talents you want to work on. You make a plan.
		
	✗	
	35 min	

**Classroom organisation:** Individual work, then presentation to the whole group

**Procedure:**

- 1. Think of all your talents. Choose one talent you want to develop more.
- 2. Write it down.
- 3. Think of the steps you have to take to work on this talent.
- 4. Decide what your final goal will be.
- 5. Write down all your steps.
- 6. Display your 5-point plan at the front of the class.  
Let everyone have a look and look at all the other plans.

**Variation:** It is the educator’s task to decide whether the students need to see an example of a 5-point plan before they design their own. It will be helpful if the educator picks out a talent that is familiar to the students and illustrates it himself/herself in front of the class.

**Materials:**

- booklet
- pencils, colours

# MY 5-POINT PLAN

I want to work on this talent:

I will take the following steps to do this:

1.

2.







3.

4.

5.

(Adapted from: Nason McElherne, L. (2007): 130 originelle Ideen für zwischendurch. Selbstwertgefühl und Sozialkompetenz fördern. Band 1. Auer Verlag GmbH. Donauwörth.)

3 - TASK 3: MY FAVOURITE THINGS

		<b>The task:</b> You find your most favourite things in different areas and write or draw them.
		
		
	35 min	

**Classroom organisation:** Individual work (20 min) and then groups of four.

**Procedure:**

1. Look at the list on the following page.
2. Think of your favourite things and write them down or draw them.
3. When you have finished, sit in a group of four.
4. Mix your booklets up and display them.
5. Play a guessing game: who likes which things best? Can you recognise them?

**Materials:**

- booklet
- pencils, colours

# MY FAVOURITE THINGS

List your favourite things. If you don't know a favourite thing for the listed words then leave it empty.

food:

drink:

tv/film:

singer:

song:

animal:

colour:

day of the week:

book:

game:







toy:

?:

(Resource: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)



### 3 - TASK 4: OUR SILLY SKILLS

	
	
	
	45 min

**The task:**

You collect the silly things that you can do and make a class graph.

**Classroom organisation:** Individual work, then plenary work

### Procedure:

1. You start to work on your own. Think of all the silly things you can do.  
What are silly things? They could be for example:
  - a. How many times you can hop on one leg in one minute
  - b. How far you can run in one minute
  - c. Can you curl your tongue? Etc.
2. When you have finished, sit in a circle.
3. Together, you make a class graph where you record all your silly skills.  
Write down the skills on the bottom line (one in each column)  
and then count how many students have got this skill.

**Variation:** The educator decides which of the silly skills will be included. Depending on the group size there could be too many for the presented table. Try to make this decision in a pleasant way. You can group some skills together.

### Materials:







- booklet
- pencils, colours

# My silly skills

## Our class graph

Number of students				
26				
25				
24				
23				
22				
21				
20				
19				
18				
17				
16				
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
Skills:				

3 – TASK 5: MY WISHES FOR THE FUTURE

		<b>The task:</b> You imagine your life in the future and write or draw it.
		
		
	45 min	

**Classroom organisation:** Individual work, if the teacher decides: plenary discussion

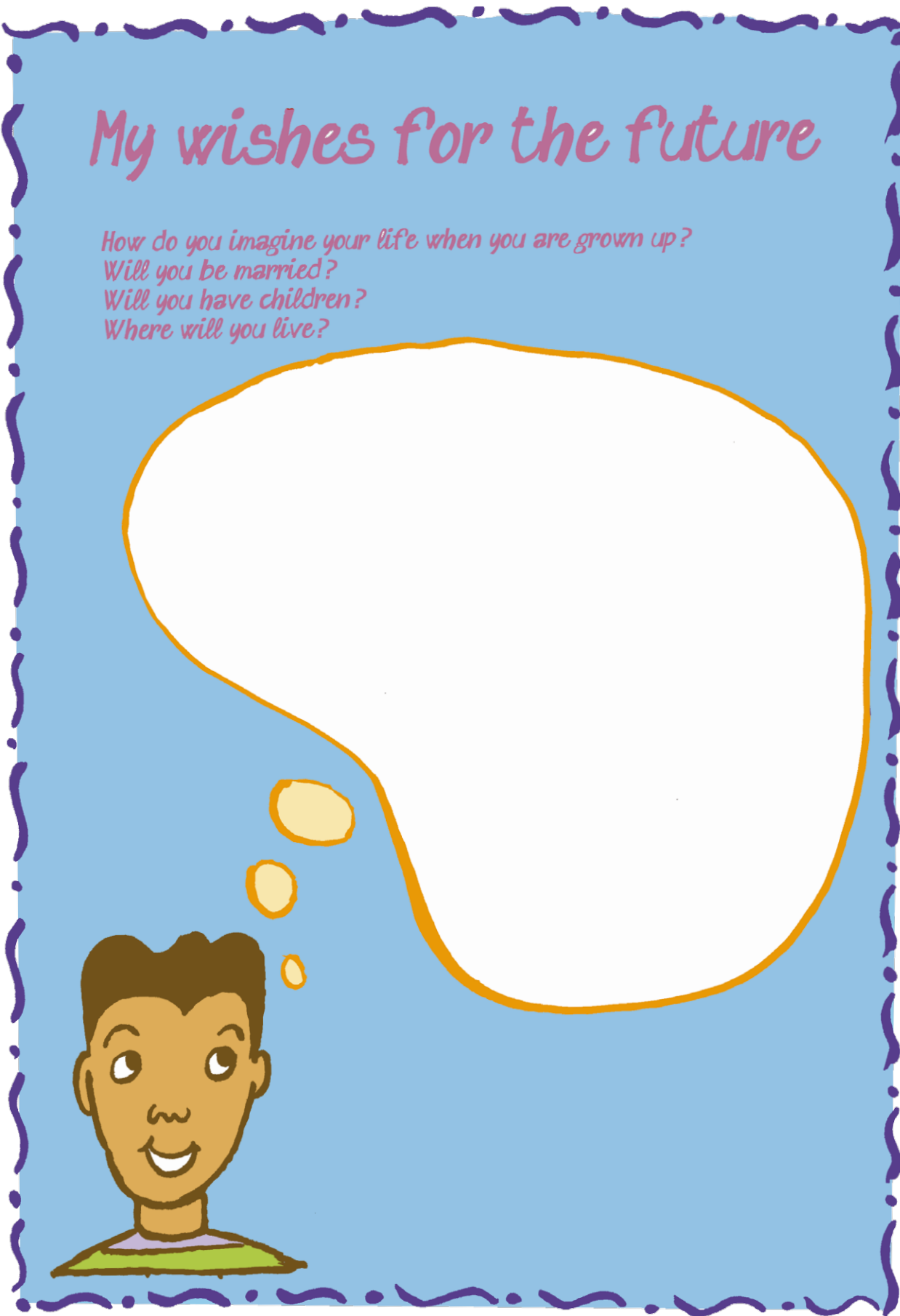
**Procedure:**

1. Imagine what your life will look like when you are grown up.
2. Think about the following questions:
  - a. Will you be married?
  - b. Will you have children?
  - c. Which job will you have?
  - d. Etc.
3. Write down the answers and draw yourself in that life.
4. If your teacher decides to hold a discussion about your wishes, you sit down in a circle with your booklets.

**Variation:** If you decide to have a discussion, make sure that the very personal wishes of the students are dealt with in a respectful way. Wishes are wishes and are connected with hope. This should not be destroyed or ridiculed by others.





**Materials:**

- booklet
- pencils, colours



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

3 – TASK 6: OUR WISHES FOR THE FUTURE

		<b>The task:</b> You discuss your wishes for the future in a group and agree on your 5 most important ones.
	✗	
	✗	
	40 min	

**Classroom organisation:** Pair work, then presentation in the plenary

**Procedure:**


1. Sit in a group of four.
2. Think again about your wishes for the future. Look at the key words.
3. In your group, discuss the most important wishes for each key word/area.
4. Which are the most important wishes for your group? Try to agree on them.
5. Prepare yourself to present these wishes to the class. Each of you should present at least one wish and explain why you chose this.
6. Give a presentation in front of the class.

**Materials:**


- booklet
- pencils, colours

# OUR WISHES FOR THE FUTURE


WITHIN YOUR GROUP DISCUSS YOUR WISHES FOR THE FUTURE. CHOOSE ONE WISH AND SAY WHY.




HOUSING  
OUR WISH:  
WHY:



WORK  
OUR WISH:  
WHY:









ENVIRONMENT  
OUR WISH:  
WHY:



FAMILY LIFE  
OUR WISH:  
WHY:

4 - TASK 1: MY FRIEND

		<p>The task:</p> <p>You describe your friend and say why he/she is special to you.</p>
		
		
	40 min	

Classroom organisation: Individual work, then pair work

Procedure:

1. Think about all your friends. Choose one friend of yours.
2. Write a description of the ways in which your friend is special to you.
3. Show your friend what you have written.
4. Ask your friend to write comments about what you have written on the lines below.
5. You do the same for a friend who wrote about you.

Materials:

- booklet
- pencils, colours

MY FRIEND





Choose one of your friends. Write a description of the ways in which your friend is special to you.

Show your friend what you have written. Ask your friend to write comments about what you have written on the lines below.

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)



4 - TASK 2: THIS IS FRIENDSHIP

		<b>The task:</b> You interview people and record their definitions of friendship.
	✗	
		
	45 min	

**Classroom organisation:** Pair work, then group discussion

**Procedure:**

- 1. Think about the word “friendship” and what it means to you.
- 2. Pair up with a partner.
- 3. Interview five people and ask them to define the word “friendship”. Write their responses on the lines below and create your own definition of friendship.
- 4. As a pair, go around the classroom and discuss the answers you received. What is your experience?

**Materials:**

- booklet
- pencils, colours

*This is* **FRIENDSHIP**

*Interview five people and ask them to define the word 'friendship'. Write their responses on the lines below and create your own definition of friendship.*

1.

2.

3.





4.

5.

*My definition of friendship:*

(Adapted from: Dalglish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

4 - TASK 3: OUR RULES

		<b>The task:</b> You develop a set of rules for your class and identify with this agreement.
		
		
	45 min	

**Classroom organisation:** Group discussion

**Procedure:**

1. You sit in a circle for a discussion.
2. Your teacher guides the discussion.
3. Think about what rules are important to have in class.  
The teacher collects your thoughts and writes them down.
4. It is your task to find rules that everybody agrees with and create a contract.
5. Discuss how you want to organise the rules.  
Do you want to make a poster, a flipchart?
6. You decide by majority.
7. All rules that have been agreed upon are written down on the poster.
8. All students sign the contract underneath the rules.
9. The place and date of signature is written underneath the contract.







**Variation:**

The possible consequences if the rules are broken can be added to the contract.

**Materials:**

- booklet
- pencils, colours
- flipchart paper, poster

4 – TASK 4: GAMES FOR BOYS AND GIRLS

		<b>The task:</b> You think about your favourite games and reflect on typical boys' and girls' games with your friends.
		
		
	60 min	

**Classroom organisation:** Individual work, then group work

**Procedure:**

- 1. Draw a picture of your favourite toy or game in the middle of the page.
- 2. On the left hand side of your favourite toy/game, draw a typical boy's game or toy.
- 3. On the right hand side of your favourite toy/game draw a typical girl's game or toy.
- 4. Think about to which side your chosen toy/game belongs to. Is it a girl's game or a boy's game?
- 5. Go into a group of four and discuss your results.

**Materials:**

- booklet
- pencils, colours

# GAMES FOR BOYS AND GIRLS





*Draw a picture of your favourite toy or game in the middle of the page, on the left a boy's toy/game and on the right a girl's toy/game. Where does your toy/game belong?*

*My favourite toy/game*

*Boy's toy/game* *Girl's toy/game*

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

4 - TASK 5: I LIKE BEING A BOY ... I LIKE BEING A GIRL...

	✗	<b>The task:</b> You think about why you like being a boy or a girl.
		
	✗	
	45 min	

**Classroom organisation:** Individual work, then plenary discussion

**Procedure:**

- 1. Think about why you like being a boy or a girl.
- 2. You fill in the sentence and write a short text about it.
- 3. Make a picture of yourself.
- 4. When you have finished, sit in a circle and discuss it together with your class.

**Materials:**

- booklet
- pencils, colours

**I LIKE** *being a boy* because... *being a girl*

*Fill the rest of the sentence.  
Write down why you like being a boy/girl.  
Draw a picture of yourself.*









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



4 - TASK 6: NICE GIRLS, NICE BOYS

	✗	<b>The task:</b> You think about different situations where a girl/boy was nice to you.
	✗	
		
	45 min	

**Classroom organisation:** Individual work, pair work


**Procedure:**


- 1. If you are a boy you write down situations where a girl was nice to you.
- 2. If you are a girl you write down situations where a boy was nice to you.
- 3. When you have finished, read out your texts to each other.
- 4. Try to read it to 3 other friends and try to listen to 3 other friends' texts.

**Materials:**

- booklet
- pencils, colours






# NICE BOYS NICE GIRLS

 If you are a boy write down situations where a girl was nice to you.

 If you are a girl write down situations where a boy was nice to you.

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

5 - TASK 1: MY PEACE SIGN

		<b>The task:</b> You design your own personal peace sign. It reflects everything that you associate with peace.
		
		
	120 min	

**Classroom organisation:** Individual work

**Procedure:**

- 1. On the next page you can find an empty peace sign.
- 2. Use your colours and pencils to work on it.
- 3. How do you want to contribute to peace? Write down at least four resolutions on how you can do that inside the sign.
- 4. You can decorate it so that it reflects everything that you associate with peace. What is peace for you?
- 5. Do not forget the four resolutions you made!

**Variation:**

It is the educator’s task to explain what a resolution is and that it is important to stick to a resolution when you have made it.







**Materials:**

- booklet
- pencils, colours



((Resource: Nason McElherne, L. (2007): 130 originelle Ideen für zwischendurch. Selbstwertgefühl und Sozialkompetenz fördern. Band 1. Auer Verlag GmbH. Donauwörth.))

5 - TASK 2: OUR PUPIL AWARDS

		<b>The task:</b> You prepare pupil awards for different things.
		
		
	40 min	

**Classroom organisation:** Individual work, then plenary work

**Procedure:**

1. Think about the different things you could give or receive an award for.
2. Make a collection of these ideas. Just like this:
  - a. ... has shown kindness and tolerance towards others
  - b. ... has shown ability to resolve a conflict
  - c. ... has participated well in..
  - d. ... can solve problems for him/herself.
  - e. Etc..
3. Design a few awards with your ideas.
4. When you have finished, sit in a circle
5. Discuss together what awards you have designed.
6. Decide who will receive an award for which things.
7. You may write the pupil's name on it.

**Materials:**

- booklet
- pencils, colours

# OUR PUPIL AWARDS

Collect your ideas for pupil awards and fill in the templates.  
Decorate the awards nicely.  
When you have made a decision in your group you may also write the pupil's name on the award.

(Resource: Dalgleish, Tanya (2002): Self-esteem. Ages 8 – 10. Ideas to go. A & C Black. London)

5 - TASK 3: I PRESENT MY PERSON

	✗	<b>The task:</b> You summarise the most important things about yourself and make your first oral presentation about yourself.
	✗	
	60 min	

Procedure:

- 1. Think about everything you have discovered about your person, your talents, your skills, your feelings etc. so far.
- 2. Your task is to put everything together into a short presentation about yourself.
- 3. It will be helpful to write down notes so you know what you want to say while you are talking.
- 4. You will find suggestions on the following page.
- 5. Practice your presentation with a friend. It should not last longer than 3 minutes.
- 6. Give your presentation in front of the class.

Materials:

- booklet
- pencils, colours

# I PRESENT MY PERSON

Name and age \_\_\_\_\_

What I am good at \_\_\_\_\_

What I would like to improve \_\_\_\_\_

\_\_\_\_\_

The way I am \_\_\_\_\_

\_\_\_\_\_

My feelings \_\_\_\_\_

\_\_\_\_\_

My friends \_\_\_\_\_

\_\_\_\_\_

My wishes \_\_\_\_\_

\_\_\_\_\_



5 - TASK 4: QUESTIONS AND ANSWERS ABOUT MYSELF

		<b>The task:</b> You become aware of what you have been working on
	30 min	

**Classroom organisation:** You work on your own

**Procedure:**






- 1. For the past months you have completed a lot of work about yourself.
- 2. Now it is time to answer some questions.  
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 open to your teacher.

**Materials:**

- booklet
- pencils, colours

Questions and answers about myself				
I liked working with this booklet.				
I learned new things.				
I liked working with my friends.				
I understood what I had to do.				
I can do some things better now.				
I liked it when I had to draw something.				
I liked it when I had to write something.				
I liked it when I had to speak to other people.				
I found it easy to work with the booklet.				
I know what I am good at.				
I know what I have to improve.				
I know what I am not good at.				
I know what others think of me.				
I know where my strengths are.				
I know how others see my strengths.				
I would like to work more on my strengths.				
I would like to work more with other people.				
I would like to have more help from my teacher.				
I would like to have more help from my friends.				
I would like to work more on my own.				

5 - TASK 5: MY HAPPY AND SAD MOMENTS

		<b>The task:</b> You become aware of what you have been working on and identify your highlights and your downfalls.
		
		
	30 min	

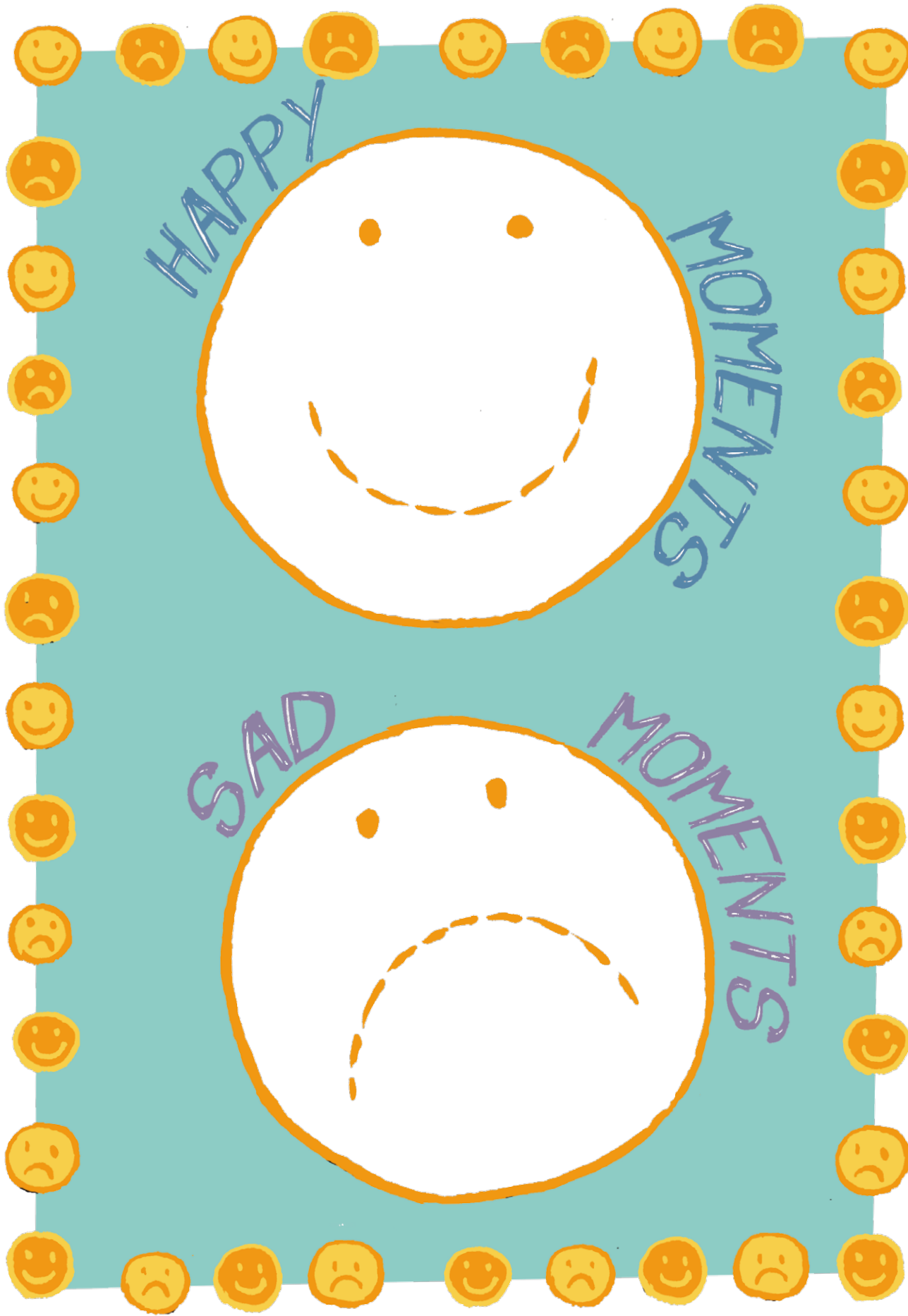
**Classroom organisation:** You work on your own

**Procedure:**






1. Think again 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.

**Materials:**

- booklet
- pencils, colours



5 - TASK 6: MY FAVOURITE TASK

		<p><b>The task:</b> You become aware of what you have been working on and identify your favourite task.</p>
		
		
	25 min	

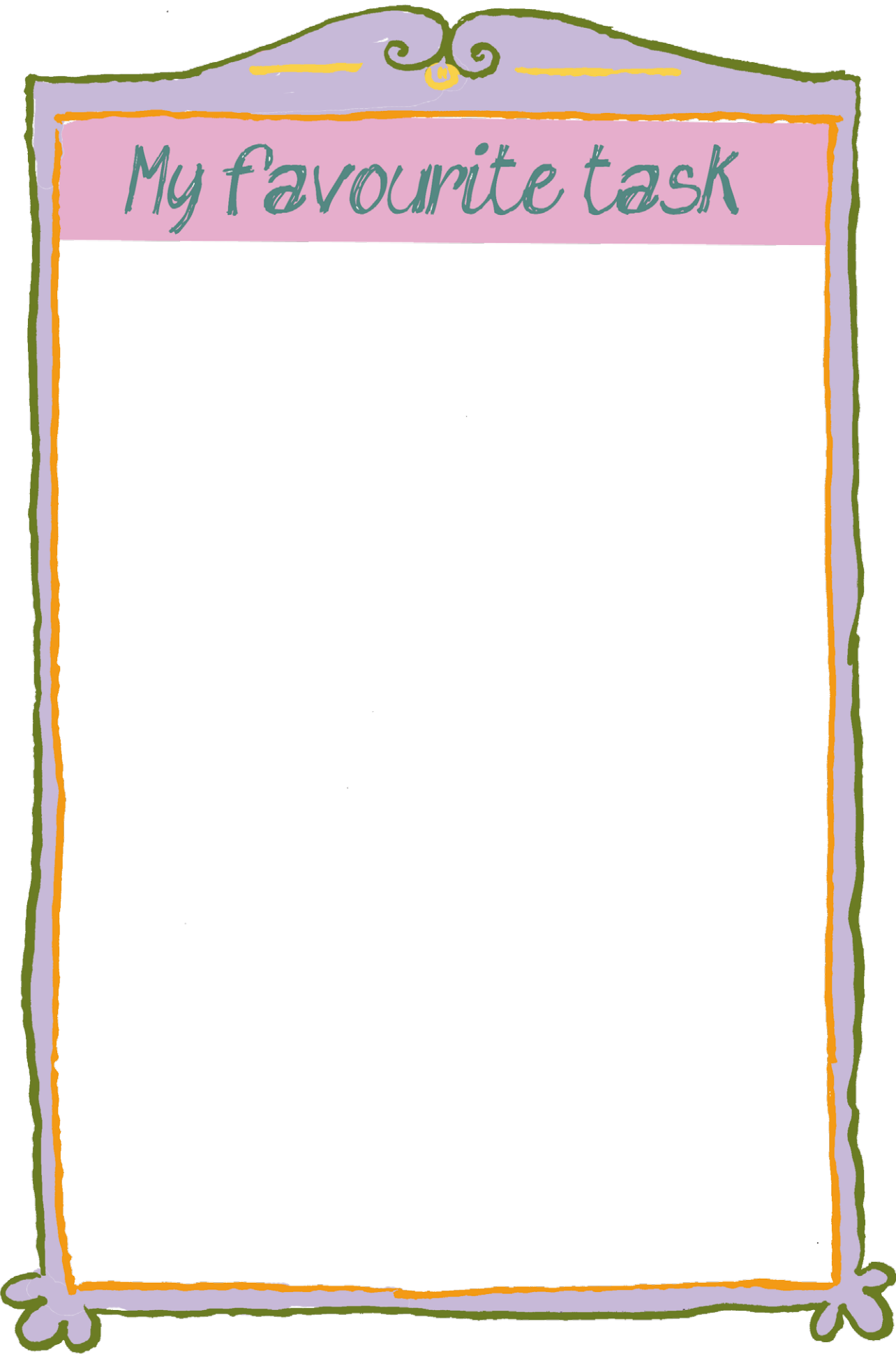
**Classroom organisation:** You work on your own

**Procedure:**

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.

**Materials:**

- booklet
- pencils, colours



*You have made it! You have worked  
through the whole booklet!*



*My teacher's feedback*

A large white rectangular box with a blue border, intended for writing feedback. At the bottom left, it says "Date:" and at the bottom right, it says "Signature:".



