



Erasmus+





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In this handbook you can find five different teaching methods with lesson plans to promote high school students' soft skills. We have been working on Erasmus project for two years. Turkey, Italy, Portugal, Poland and Lithuania have worked on this project together. We aim to create a guidebook for students, parents and teachers who are willing to improve the soft skills such as teamworking, self esteem, communication, etc. like the hard ones. We have used Drama, Debate, Sports , Thinking Maps and Story Telling Methods suggested by each partner country during the project. We all used these lesson plans when we had mobilities which occurred between 2018-2020. We still go on using these methods in our schools.



PIAZZA ARMERINA  
SUPERIORE E. MAJORANA / A. CASCINO

IIS E.MAJORANA –A,CASCINO OF PIAZZA ARMERINA ITALY



<b>DATE:Tue</b>	<b>TOPIC: Cooperative Learning &amp; Debate      Mixed level+Nationality</b>		<b>CLASS:</b>
<b>04/06/19</b>	<b>Lesson 1</b>		<b>Auditorium</b>
<b>TIME</b>	<b>PROCEDURE</b>		
<b>9 a.m.</b>	<b>Welcome. Countries &amp; teachers identify themselves. Head count so I can divide. *</b>		
<b>9:05</b>	<b>Present the obj of today→ help them get ready for the live debate on Thu. PPP1.</b>		
<b>9:10</b>	<b>Open Qs: What is a debate? Who is involved? Why are debates necessary'</b>		
	<b>How are debates helpful? Where do debates take place? What language is used?</b>		
<b>9:15</b>	<b>Present the colour-coded topics for debate. PPP2. Allow them to read and think.</b>		
<b>(8:30am)</b>	<b>Make everyone aware of the coloured sheets (I put) on the walls around the room.</b>		
	<b>Ask students to stand up country by country, divide up - each going to a different</b>		
	<b>sheet on the wall, 5 Italian students at a time. Each new multi-natgroup sits down.</b>		
<b>MATERIALS</b>		<b>Cooperative Learning</b>	<b>Students + teachers *</b>
<b>PPP on pendrive</b>		<b>Peer learning</b>	<b>Turkey 5+2</b>
<b>8 colour-coded sheets on walls</b>		<b>Jigsaw</b>	<b>Poland 5+2</b>
<b>Pink whistle (start/stop/listen)</b>			<b>Italy 20+2</b>
			<b>Portugal 6+2</b>
			<b>Lithuania 5+2</b>



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<b>DATE:Tue</b> <b>04/06/19</b>	<b>TOPIC: Cooperative Learning &amp; Debate</b> <b>Lesson 1</b>		<b>Multi-national groups</b> <b>of mixed levels</b>	<b>CLASS:</b> <b>Auditorium</b>
<b>TIME</b>	<b>PROCEDURE</b>			
<b>9.20</b>	<b>Sit in a circle. Get to know each other. Name, country, likes, dislikes.</b>			
<b>9:25</b>	<b>Topic title – PPP2 – What do you know about this topic? Talk together.</b>			
<b>9:35</b>	<b>PPP3 – Roles &amp; Duties - Choose your role within the group.</b>			
	<b>I circulate, giving support where necessary &amp; observe interaction within each group</b>			
<b>9:45</b>	<b>Give each group an A3 folder and large blank coloured poster which will be used</b>			
	<b>during the next lesson.</b>			
<b>MATERIALS</b>	<b>Cooperative Learning</b>		<b>Groups</b>	
<b>PPP on pendrive</b>	<b>Face to Face</b>		<b>7 groups in total</b>	
<b>A3 folder containing:</b>	<b>Peer learning</b>		<b>6 groups of 6</b>	
<b>Scissors, glue, pencil, rubber,</b>	<b>Assignroles</b>		<b>1 of 5</b>	
<b>marker, colour photocopies.</b>	<b>Share workload</b>			
<b>Large poster per group</b>				



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<b>DATE:Tue</b>  <b>04/06/19</b>	<b>TOPIC: Cooperative Learning &amp; Debate</b>  <b>Lesson 2</b>		<b>Level: A2 /B1</b>	<b>CLASS:</b>  <b>Auditorium</b>
<b>TIME</b>	<b>PROCEDURE</b>			
<b>9:45</b>	<b>PPP4 – Instructions – Read together – Leaders check group members understand.</b>			
<b>9:50</b>	<b>SS read parts of short texts aloud 1 by 1, do related vocabulary exercises and discuss</b>			
	<b>Qs and (dis)advantages, then give reasons for their opinions. I circulate, giving</b>			
	<b>support and encouragement where necessary and observe each group's dynamics.</b>			
<b>10:10</b>	<b>PPP5 – Tell SS that for the next 10 minutes, the group will split into 2. Half of them</b>			
	<b>will argue FOR, and half AGAINST. I circulate &amp; listen to language used by SS.</b>			
<b>10:20</b>	<b>PPP6 – Create a poster – Read the instructions together. Each group works together</b>			
	<b>to create a collage from the materials supplied to best represent both sides of topic.</b>			
<b>MATERIALS</b>		<b>Cooperative Learning</b>		<b>Group dynamics</b>
<b>PPP on pendrive</b>		<b>Face to Face</b>		<b>Being guided by a leader</b>
<b>Colour photocopies in A3</b>		<b>Share info &amp; solve problems</b>		<b>Individual input</b>
<b>folder with short texts about</b>		<b>Group discussion</b>		<b>Group work - do exercises</b>
<b>each group's topic – source:</b>		<b>Peer learning</b>		<b>Mini debate</b>
<b>CULT 2 Black Cat/DeAScuola</b>		<b>Jigsaw</b>		<b>Cooperate &amp; create</b>



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<b>DATE:Tue</b> <b>04/06/19</b>	<b>TOPIC: Cooperative Learning &amp; Debate</b>  <b>Lesson 3</b>		<b>CLASS:</b>  <b>Aud + IT</b>
<b>TIME</b>	<b>PROCEDURE</b>		
<b>11:00</b>	Each I.T. student goes to IT room to create a short PPP with images on the topic.		
	PPP7 – Language to Contrast + & - SS read useful expressions & make examples		
	In the meanwhile, each leader shows the poster created to the whole auditorium &		
	gives List of Qsthey created to me. I check/correct. Leaders name (dis)advantages		
	raised by their group using language from PPP7. IT students return to auditorium.		
<b>11:15</b>	PPP8 - Useful Language for Debates – 3 websites with PDFs and examples given.		
	I choose 3 expressions from a few categories and check pronunciation with SS.		
	SS volunteer some example sentences about their own topics.		
<b>MATERIALS</b>		<b>Cooperative Learning</b>	<b>HOMEWORK</b>
PPP on pendrive		Peer learning	Each group does some
Computer & the Internet		Flipped classroom	research on debateand useful
Posters			language to express opinions,
List of Qs			agreement &politely disagree.
Websites with PDFs			Share withyour group on Fri.



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<b>DATE:Tue</b> <b>04/06/19</b>	<b>TOPIC: Cooperative Learning &amp; Debate</b>  <b>Lesson 3</b>		<b>CLASS:</b>  <b>Auditorium</b>
<b>TIME</b>	<b>PROCEDURE</b>		
<b>11:30</b>	<b>Inside Outside Circle –</b>		
	<b>Explain this by demonstration. Call a confident group to the front of the auditorium</b>		
	<b>to set a good example. The students were divided into FOR and AGAINST during</b>		
	<b>Lesson 2. FORstudents create an inner circle facing outwards, AGAINST ones</b>		
	<b>create an outer circle facing inwards. I read a Q from the list they did &amp;they have</b>		
	<b>2 mins to debate. When I shout CHANGE!, the outer circle rotates clockwise once.</b>		
	<b>A new Q is given and the students begin debating again. This continues for 10 mins.</b>		
	<b>After seeing demonstration, the other groups follow suit, spaced out in auditorium.</b>		
<b>MATERIALS</b>		<b>Cooperative Learning</b>	<b>Group dynamics</b>
<b>List of Qs created by SS</b>		<b>Inside Outside Circle</b>	<b>All groups will do the</b>
		<b>Face to Face</b>	<b>activity at the same time, thus</b>
		<b>Group debate</b>	<b>it's important that they spread</b>
			<b>out so as not to interrupt,</b>
			<b>or distract each other</b>





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<b>DATE:Tue</b> <b>04/06/19</b>	<b>TOPIC: Cooperative Learning &amp; Debate</b>  <b>Lesson 3</b>		<b>CLASS:</b>  <b>Auditorium</b>
<b>TIME</b>	<b>PROCEDURE</b>		
<b>11:40</b>	<b>Feedback &amp; Evaluation</b>		
	<b>PPP9 – Reflection – Three Qs which ask the students to self-analyse the activities</b>		
	<b>they have done.</b>		
	<b>SS answer these Qs openly in their topic groups. Then, they feedback to me. After,</b>		
	<b>they return to theircountry groups where they can share their experience.</b>		
	<b>I praise their efforts, cooperation and highlight their achievements in today's lesson.</b>		
	<b>Give them some suggestions to work on for a successful live debate on Friday.</b>		
<b>ERASMUS PLATFORM</b>		<b>Cooperative Learning</b>	<b>HOMEWORK</b>
<b>For Teachers and SS:</b>		<b>Reflection</b>	<b>Revisetopic-specificvocab</b>
<b>Links for Debate from PPP8</b>		<b>Jigsaw</b>	<b>which could help you in the</b>
<b>For Teachers (LTTA):</b>			<b>live debate on Fri. Use the</b>
<b>Links for Cooperative</b>			<b>links given and choose some</b>
<b>Learning Strategies</b>			<b>expressions. See my example.</b>



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<b>DATE:Fri</b> <b>07/06/19</b>	<b>TOPIC: Cooperative Learning &amp; Debate</b>  <b>Lesson 4</b>		<b>CLASS:</b>  <b>Auditorium</b>
<b>TIME</b>	<b>PROCEDURE</b>		
<b>9am</b>	<b>Welcome back. Did they enjoy their trip?</b>		
<b>9:05</b>	<b>SS regroup. (Multi-nationaltopic groups).</b>		
<b>9:25</b>	<b>Each group comes to the stage 1 by 1 and shows their PPP (prepared by each I.T.</b>		
	<b>volunteer) to the audience and explain the reasons behind the images.</b>		
	<b>I praise a different aspect from each group's PPP.</b>		
<b>9:35</b>	<b>SS regroup(per topic). SS feedback to each other in pairs (1 FOR &amp;1 AGAINST)</b>		
	<b>what they studied about debates &amp; useful language structures.</b>		
<b>9:45</b>	<b>I give a HELP! sheet to each group. Tactics for dodging the Q!Member can step in.</b>		
<b>MATERIALS</b>		<b>Cooperative Learning</b>	
<b>SS PPPs on a pendrive</b>		<b>Jigsaw</b>	
<b>HELP! Sheet</b>		<b>Think.Pair.Share.</b>	
		<b>Flipped classroom</b>	



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<b>DATE:</b> Fri <b>07/06/19</b>	<b>TOPIC: Cooperative Learning &amp; Debate</b>  <b>Lesson 5</b>		<b>CLASS:</b>  <b>Auditorium</b>
<b>TIME</b>	<b>PROCEDURE</b>		
<b>11am</b>	<b>Explain that it's a TAG debate so group members can step in and help at any time.</b>		
<b>11:05</b>	<b>Each group will have 5 minutes to demonstrate their debating techniques, vocab &amp;</b>		
	<b>language learnt during preparation. SS use HELP! phrase if they need it.</b>		
	<b>Group 1 Health; Group 2 Social Media; Group 3 TV junkies; Group 4 Cult Comics;</b>		
	<b>Group 5 What next?; Group 6 Sport – the game, or the players?; Group 7 Apps.</b>		
<b>11:40</b>	<b>Voting for the best debate. SS say what was successful.</b>		
	<b>Feedback &amp; Evaluation. PPP9 (from the other day). Same procedure as Lesson 3.</b>		
<b>11:50</b>	<b>Praise. Sweets. Cheerio!</b>		
<b>MATERIALS</b>		<b>Cooperative Learning</b>	<b>Stage setup</b>
<b>SS PPPs</b>		<b>Jigsaw</b>	<b>Left: FOR lectern, chairs</b>
<b>Debate Qs per topic on PPP</b>		<b>Group debate</b>	<b>Centre: Group poster on easel</b>
<b>1 Lectern FOR. 1 AGAINST</b>		<b>Face to Face</b>	<b>Centre above: PPPs alternate</b>
<b>CHAIRS</b>		<b>Peer learning</b>	<b>Debate Qs PPP &amp; group's PPP</b>
<b>SS posters on easel</b>		<b>Reflection</b>	<b>Right: AGAINST lectern, chairs</b>



<b>Class: international groups</b>	<b>Date:21<sup>st</sup> October,2019</b>	<b>Time: 10:00-11:30</b>	
<b>Subject Area</b>	<b>Speaking</b>		
<b>Lesson Topic</b>	<b>Lithuanian fairytales in Thinking maps</b>		
<b>The Objective(s) of the Lesson</b>	<b>Working in multinational teams, reading different Lithuanian legends and fairytales, completing a Flow Map, you will be able to present and narrate the given legend to the others in the right sequence and in detail.</b>		
<b>Methods</b>	Groupwork, reading, narrating, oral presentation		
<b>Readiness Level of Class</b>	<b>✓ High</b>	<b>Medium</b>	<b>Low</b>
<b>Materials</b>	Reading worksheets		
<b>Evaluation</b>	Formative (praises, oral comments made by peers, teacher)		

<b>Stage</b>	<b>Estimating timing</b>	<b>Activity</b>	<b>Procedure</b>
<b>1.</b>	10 min	Warming up	Activate Ss' interest in the topic. Ask: What do you know about Lithuanian culture? Elicit answers from different Ss and have a brief class discussion.
<b>2.</b>	10 min.	Presentation-theoretical input	Review the 8 thinking maps and identify the thought process behind each thinking map.
<b>3.</b>	15 min.	Practice-reading legends in groups	Students read the given legend in multinational groups. They refer to the Glossary if they come across any unknown word.
<b>4.</b>	25 min.	Practice-completing a Flow map	Students draw a flow map and complete it with major events as well as sub-events. The teacher monitors and identifies problems as they do this. When they have finished, invite a volunteer to retell the legend to the class.
<b>5.</b>	25 min	Production-presenting the legend in detail and the right sequence	Representatives from each multinational group narrate and present the legend to the class utilizing a flow map.
<b>6.</b>	5 min	Round off	Giving some feedback based on your notes.

### Storytelling – lesson plan

Topic – storytelling

Aim:

- To develop fluency in storytelling.

- To develop understanding and accurate use of a range of narrative tenses.

Age group - Teens

Level - B1

Materials

- Telling a story student worksheet

Time - 60 min

## **Procedure:**

### **1. Speaking task (15-20 minutes)**

- Give students worksheet A and ask them to read the questions and look for any words they don't understand. As students read through the questions they will be forming a mental framework of the story they expect the questions to be about.
- Check they understand three key words: wings, angels and priest. You can do this by making a quick sketch on the board and asking what they are.
- Tell the students that the questions are all about a story, but you don't have the story and that they must invent the story for you. Put them in pairs to do this and tell them that they must do it together speaking, and not write anything down. If students really struggle, you could let them make brief notes, but emphasise that this is an oral activity.
- Monitor and help out with any vocabulary that the students need - writing it on the board. If students need help, remind them to use the past tenses. Tell students that they are going to have to tell their story to someone else, so encourage them to ask for any vocabulary that they might need.

### **2. Speakingtask 2 (15 minutes)**

- Now ask students to change partners and tell their version of the story to each other.
- Monitor and make a note of any errors or good uses of vocabulary.
- When both partners have told their story, ask them which story they preferred.
- Ask some questions from Worksheet A around the class to check that students have used the correct verb tenses.

### **3. Task 2 - Conceptchecking (10 minutes)**

- Ask students to look at Task 2 on the worksheet. There are three example sentences. Ask students in pairs to read the sentences and match each one to the concepts, a, b, c. Check answers (1. b, 2. c, 3. a)
- Write the three sentences on the board and ask students if they can identify the different verb tenses (1. past perfect continuous, 2. past continuous and past simple, 3. past simple). If necessary review how these tenses are formed.

### **4. Task 3 - Past tense review (10 minutes)**

- Now students should complete the sentences in Task 3 in any way they like using the verb tenses. This is a freer practice exercise to check that they have understood both the form and use of the past tenses. Do the first sentence as an example - e.g. Jenny was coming home from work when she met

her ex-boyfriend. Students can work in pairs - encourage them to be creative, monitor and then ask for feedback on the sentences, correcting any errors with the use of the tenses.

**5. Task 4 – followup / optional homework (25 - 35 minutes)**

- Ask students to write the story that they invented in task 1. These can be displayed around the classroom or collated into a mini anthology. This can be done either in class or at home.

**Telling a Story**

**Student Worksheet A**

**Task 1: Speaking**

Read these questions about a story then use your own answers to invent the story.



1. How long had it been raining?
2. What was Paul doing when he first saw the old man?
3. Was he surprised to see a man with wings?
4. What did Paul's wife say when he told her about the old man with wings?
5. What did the people of their village do when they saw the old man with wings?
6. Why didn't the priest believe that he was an angel?
7. Where did Paul and his wife keep the old man?
8. How much money did they charge people to look at him?
9. How long did he stay with them?
10. What was Paul doing when he saw the old man fly away?

### **Task 2: Concept checking**

Match the concepts to the example sentences.

#### **Example sentences:**

1. It had been raining for many days. \_\_\_\_\_
2. Paul was walking home from work when he saw the old man. \_\_\_\_\_
3. When he told his wife about the man with wings she said he was mad. \_\_\_\_\_

#### **Concepts:**

- a. A finished action that is followed by another action
- b. An action that happened before a time in the past
- c. An action that was interrupted by a second action

### **Task 3: Past tense review**

Complete these sentences in any way that you like, using the past tenses above.

1. Jenny was coming home from work when.....
2. Jason had been studying all night, so.....
3. Rashid arrived at work two hours late yesterday. His boss.....
4. I was so hungry when I got home because.....
5. .... when the police knocked at the front door.
6. Johnny missed his plane so .....

## **Our legends – lesson plan**

Level: intermediate

Time: 90 minutes

## **Aims of the lesson:**

General objective: to develop and practise receptive and productive skills (listening, writing and speaking).

Specific objectives:

- learning about the characteristics of a legend (structure, common themes, characters)
- practising using the narrative tenses while writing stories
- developing storytelling skills
- getting to know the legends of the partner countries

## **Materials:**

1. Robin Hood in English | Stories for Teenagers | English Fairy Tales (YOUTUBE)

<https://www.youtube.com/watch?v=JYNjJbOr950>

2. board

3. worksheet – An outline of a legend

4. drawing pads, crayons

5. board magnets

### **STAGE 1 INTRODUCTION 20 min.**

- The teacher asks whether the students know any British legends. They may come up with a few ideas (Robin Hood, King Arthur, The Loch Ness Monster, etc).
- The group watches one of the legends together (Robin Hood)  
<https://www.youtube.com/watch?v=JYNjJbOr950>
- After watching the story the group tries to identify the most common themes and character traits found in legends (brainstorming and writing down the ideas on a board)

### **STAGE 2 DEVELOPMENT 30 min.**

- The class is divided into national groups and asked to think about the best-known legend of their country. Each group receives a piece of paper with a 7-stage outline of a legend. They are asked to follow the steps and try to write down their national legends in English.
- Before they start working with the worksheet the teacher reminds them about the tenses used in narration.

### **STAGE 3 CONSOLIDATION 20 min.**

- Each group presents their work to the rest of the class. One person is chosen to tell the story using the notes the group made. The 'tellers' have to make the story sound interesting to the audience.

### **STAGE 4 CONCLUSION 20 min.**

- Each person chooses the legend that he/she liked best (not from their own country) and tries to draw an illustration of the story. The illustrations are later displayed on the board.

## **Step 1 – The Setting:**

Set your tale in a village divided by a river – houses on one side, crops and orchards on the other.

### **Step 2 – The Problem is.....**

A wandering Ogre moves in under the bridge – and eats all who try to cross!

### **Step 3 – The failure to solve the problem**

The knights of the village send their best knight to warn off the Ogre. With a cry of ‘I hate tinned food’ the Ogre opens up the armour with a tin opener and eats the poor man inside.

### **Step 4 – Then a hero comes along....**

The oldest, rustiest knight is recalled from exile and is told to save the village.

### **Step 5 – And he has a plan.**

The Rusty Knight – full of valour – decides that the best approach is a head on challenge!

### **Step 6 – And the Solution is found!**

The Rusty Knight tells the Ogre to leave or die – then tries to pull out his sword which is rusted in its scabbard. The Ogre laughs so much, he slips in his beloved green slime, knocks his head on a rock and drowns in the river.

### **Step 7 – The Happy Ending**

The Rusty Knight is polished up and made the new leader of the village knights.



**Lesson/activity plan****Teacher:Alberto Claudino**

<b>Class: international groups</b>	<b>Date: 12thMarch,2019</b>	<b>Time: 08:30-09:15</b>
<b>Subject Area</b>	<b>Yoga</b>	
<b>Lesson Topic</b>	<b>Know your body and yourself</b>	
<b>The Objective of the Lesson</b>	<b>Through Yogastretches, studentswill de-stress and calm their minds and bodies and be better prepared for school activities.</b>	
<b>Methods</b>	Yoga lesson	
<b>Materials</b>	Music; yoga mats.	
<b>Evaluation</b>	Evaluation meeting at the end of the activity	

<b>Stage</b>	<b>Estimating timing</b>	<b>Activity</b>	<b>Procedure</b>
<b>1.</b>	10 min	Introduction	<ul style="list-style-type: none"><li>- Goal and the organization of the activity.</li><li>- Explain to the students that they will be exploring different ways to feel calmer or energized through yoga.</li></ul>
<b>2.</b>	15 min	Basic stretching exercises.	<ul style="list-style-type: none"><li>- Invite students to listen to the music and do stretching yoga movements: standing; seated, lying down.</li></ul>
<b>3.</b>	10 min.	Relaxation exercises	<ul style="list-style-type: none"><li>- With students lying down, do segmental and global relaxation exercises</li></ul>
<b>6.</b>	10 min	Group evaluation	All participants reflect on the activity carried out and give their feedback

<b>Class: international groups</b>	<b>Date: 13th March, 2019</b>	<b>Time: 09:30-10:30</b>
<b>Subject Area</b>	<b>Games</b>	
<b>Lesson Topic</b>	<b>Group dynamic games</b>	
<b>The Objective(s) of the Lesson</b>	<b>Develop leadership, self-confidence and teamwork. Make the participants interact and cooperate for solving problems together.</b>	
<b>Methods</b>	Play different kind of social games	
<b>Materials</b>	Music; small rubber balls; one table and two chairs.	
<b>Evaluation</b>	Evaluation meeting at the end of the activity	

Stage	Estimating timing	Activity	Procedure
1.	10 min	Warming up	<ul style="list-style-type: none"> <li>- Walk and salute;</li> <li>- Walk and freeze;</li> <li>- Walk and join e small groups</li> </ul>
2.	15 min	“Words combat” <sup>1</sup>	<ul style="list-style-type: none"> <li>- Two groups of 5/6 students</li> <li>- Each group of students try to speak louder then the other and uninterrupted.</li> <li>- The audience decides which group will win.</li> </ul>
3.	15 min.	“Words combat” 2	<ul style="list-style-type: none"> <li>- Two students seated facing each other.</li> <li>- They must speak looking at each other. The one who speaks loudest and uninterrupted wins</li> </ul>
4.	10 min.	“Balls combat”	<ul style="list-style-type: none"> <li>- Two groups of 5/6 students</li> <li>- Each group of students have twenty rubber balls.</li> <li>- During two minutes they must send the balls to the field of the other group.</li> <li>- The group that, at the end, has less ball in their field wins.</li> </ul>
5.	10 min	Group evaluation	All participants reflect on the activity carried out and give their feedback

## LESSON PLAN DRAMA BY TURKEY

**Age:15-18**

**Time: 20 Minutes**

**Games and Names Educational Objective:**

The students will demonstrate their ability to bond with and learn the names of their classmates by participating in several activities.

**Materials Needed:** Cheap candy prizes.

**Hook: Play “Mingle.”** Have all the students stand anywhere in the space. Stand on a chair. Instruct them to walk around the room and talk to everyone but they can only say the word “mingle.” Call out a number. They must get into groups of that number. Anyone not in a group of that number is out and has to sit down around the edge of the space. Call out “mingle” again. Play until there are only two players left. These are the winners. Give them a candy.

**Step 1: Play “Do You Love Your Neighbor.”** Have the students sit in chairs in a circle. Any extra chairs must be removed from the circle. Explain the game: You start as the player in the middle. Approach one player and ask “Do you love your neighbor?” That player must answer “yes” or “no.” If the player answers yes, then the two players on either side of him/her must quickly switch seats before you can jump into one of the open chairs. Whichever player is left in the middle is now the middle player and must approach another player and ask “Do you love your neighbor,” and the game continues. If the player you ask answers “No,” that player must then add “...but I do love...” and add some characteristic that at least two people in the circle share. For example, “No, but I do love everyone wearing blue.” Then everyone wearing blue must jump out of their seats and find a different seat before they are all gone. The player left without a chair is now in the middle and the game continues.

**Step 2:** The students are more loosened up now and ready to learn names. Play “The Stupid Name Game.” Call it that. Have everyone sit in chairs in a circle. Tell them that each of them will take a test on the names of their classmates on the fifth day of class. Each student must come up with an action that they will do when they say their name. If the action can relate to their name it would be great but not necessary. (Example - For the name “Heath” the student’s action could be biting into a candy bar, or for the name “Ron” he could run in place because “run” sounds like “Ron”). Go around the circle and have each student say his name and show his action. Have everyone repeat the name and action. Then start with one student and have him do his name and action. Then the next student does that student’s name and action and then his/her own. Then the next student does the first student’s then the second student’s and then his/her own and continue around the circle. If time doesn’t permit to get around the entire circle this way you may have to stop half way around and start over with the next student. During the next five days, play “The Stupid Name Game” sometime during class. You can break them up into smaller circles and give them three minutes to play, then have them switch up the circles and play again. On the fifth day, test them all by having them go around the circle saying everyone’s names and actions.

**Step 3: Play “Knots.”** Divide the class into groups of about eight. Have them stand in circles. Have them close their eyes and put one hand into the middle of the circle and grab hold of someone’s hand. Then have them put the other arm in and grab another hand. Have them open their eyes. They now try to untangle without letting go of their hands. First team to untangle is the winner. Candy prize for the winners.

## **Age:15-18**

### **Time: 20 Minutes**

**Names Test Educational Objective:** The students will demonstrate their ability to remember the names of every student in the class.

**Materials Needed:** A ball about 4 to 6 inches (Better than a real ball would be one made of wadded paper and tape). 3 slips of paper for each player. 30 second timer.

**Hook: Play “The ABC Ball.”** Have everyone stand in a circle. Introduce a ball and tell them that they are going to hit this ball around with their hands like volleyball. Each hit is a consecutive letter in the alphabet. It cannot touch the ground. They must try to get to “z”. Keep track of the farthest letter they get to. It must be hit – not held.

**Step 1:** Sit in a circle and review the Stupid Name Game. First, the teacher will take the test. However many names the teacher misses is how many the students can miss and still get full credit. They will each take the test by individually naming everyone in the circle and doing their sign. Keep track of how many they each miss for grading. After testing one student that student can test others and so on. It won’t take long with several students doing the testing with you.

**Step 2: Review the Canterbury Tales.**

**Step 3: Play “T.V./Movies/Plays.”** If possible divide the class Girls vs. Boys. If not you just need two teams. Give each player 3 slips of paper. Tell them to write down the name of a television show, movie, or play on each slip. Tell them the other team is going to guess them. Have them fold

each slip twice then collect one team's slips in one container and the other team's slips in another. Put the boys' container in front of the girls and vice versa. Taking turns the teams must send one person up to the container draw a slip and without talking get their team to say the name of the show. They may pantomime, point to objects, act it out, use sound effects, or hum music. The only thing they can't do is use words in any way. If the team guesses it within 30 seconds they get a point. The winning team gets a candy.