



Training Booklet for Teachers

Topic 1 – This is me







Unit 1 My person

Goals

The students learn to

- describe the most important things about themselves.
- explain who they are to another person.
- ask and answer questions about others as well as themselves.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students listen to Paolo's story.	The teacher watches the students and provides help if needed.
	Pair work	Then they find a partner and introduce themselves, using sentences provided.	The teacher walks around and listens to dialogues.
Step 2 30 minutes	Alone	The students now read Paolo's story. If they want, they can listen to it again, too. Then they write down their own introduction. They also draw a picture of themselves and of the most important people in their life.	The teacher walks around and helps with understanding if needed.
	Pair work	The students ask three or more colleagues at least three personal questions and answer the questions that they are asked. Questions and answers are provided for help.	The teacher watches the students walk around.
Step 3 30 minutes	Alone	The students write an introduction of themselves (or use the one they have already written).	The teacher walks around and helps with understanding if needed.
	Plenary discussion	The students sit in a circle and present their introductions. One of them starts. Then others follow. Then they tell the group about the new information they have learned about their colleagues. They can also play a guessing game: Shuffle the written introductions and pick one randomly. Read it out loud. Can you guess who it is?	The teacher guides the presentations and discussion, explains how to play the guessing game.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







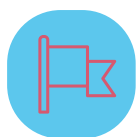
Unit 2 My star

Goals

The students learn to

- describe their strengths with adjectives.
- ask questions about another person.
- play a guessing game.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at Paolo's star. They design a star that represents their own personality. They write their name in the middle of the star. Then they select adjectives that best describe themselves and write them in the star. They represent their strengths. They can choose from a list of adjectives.	The teacher watches students and provides help if needed.
	Pair work	Then they find a partner and present their star to him/her. They use sentences like "I am a ... person" or "I am ..." (for example: "I am a funny person" or "I am smart"). Then they take turns and listen to their partner.	The teacher walks around and listens to dialogues.
Step 2 15 minutes	Pair work	The students use their stars and ask a partner questions like: "Are you strong?". The other person answers. "Yes, I am strong" or "No, I am not strong"). Then, they switch roles.	The teacher walks around, listens to the dialogues and helps if needed.
Step 3 30 minutes	Group of four	The students play a guessing game. They place their stars in the middle of a desk and mix them. One group member starts with a question about a star belonging to one of you: "Is ... funny?" or "Is ... talkative?" (for example: "Is Paolo funny?"). The person whose name was mentioned, checks his/her star and responds "Yes, I am funny" or "No, I am not talkative". Another person then asks a question about another star until everyone's star has been asked about.	The teacher walks around and coaches the groups.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3

My personal flag

Goals

The students learn to

- design their own flag that represents their personality.
- present their flags and share their thoughts.
- collaborate with others to design a group flag.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at Mia's flag and listen to her story. They design a flag using colours and symbols (no text!). They do not draw an existing flag (country, region etc.). They can also choose from symbols displayed as examples.	The teacher gives introduction and explains what a symbol is.
	Pair work	They describe their flag to another person. Why did they use specific colours and symbols? They listen to their partner and compare their flags (What is different? What is similar?).	The teacher walks around and listens to dialogues.
Step 2 60 minutes	Alone	The students look at Mia's flag and read their descriptions. They can also listen to the story again. Then they use the flag from step 1. They do not put their name on it. They write a short description explaining why they used the colours and symbols.	The teacher walks around and observes the students.
	Plenary discussion	They present their flags on a wall, a table or on the floor. When all flags are there, one flag is chosen. The students guess whose flag it is. When it is guessed correctly, the creator of the flag reads the description aloud.	The teacher steers the presentations and explains the guessing game.
Step 3 60 minutes	Group of four	The students explain their flags again in the group. Then they design a group flag using a blank rectangle. They discuss how they will go about it (will everyone get their own space or will they share the space? What will they put on the flag? Which colours?) They discuss together and draw the flag. It is important that everyone agrees. Afterwards the flags are displayed in the classroom and presented.	The teacher gives clear instructions on how to discuss, agree and then draw the flag. The joint product is pointed out by the teacher.
"Hello"	Alone	Say "Hello": The students connect with other learners and share their thoughts and express themselves. They let the others know who they are and what is important to them.	The teacher can coach and help to manage adding a post.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.