



Training Booklet for Teachers

Topic 3 – This is what I can do







Unit 1

My spider web

Goals

The students learn to

- assess their skills in a spider’s web profile.
- listen to and understand another person’s spiderweb explanation.
- change perspectives and assess the skills of another person.

 Step	 Setting	 Activity	 Teacher’s role
Step 1 30 minutes	Alone	The students think about their strengths and look at the spider web. The students mark their skills in the spider web by dragging the icons to the number in the scale.	The teacher explains the eight dimensions and the scale from 1 (poor) to 3 (very good).
	Pair work	Then they find a partner and discuss their spider web.	The teacher walks around and listens to dialogues.
Step 2 45 minutes	Alone	The students look at their pole chart (spider web) from step 1 and write a short description in the online box about their profile. Their descriptions should illustrate a concrete situation.	The teacher walks around and helps with understanding if needed.
	Pair work	The students read their text to a partner. Then they change roles and listen to the partner’s description. They discuss other strengths they showed in their concrete situations.	The teacher watches the students and listens to the dialogues. He/she might ask additional questions.
Step 3 45 minutes	Pair work	The students discuss their spider webs with a partner and compare similarities with each other. They also discuss the differences.	The teacher walks around and helps with understanding if needed. He/she might point out that everybody has a unique combination of skills.
	Alone	The students reflect on the differences they discussed and think about how they could improve their weaker skills. They write down their thoughts in the online box.	The teacher helps the students with their conclusions by individual coaching.

Alone / group work	The students share a screen shot of their spider web in the discussion group and write down how they could improve their skills.	The teacher helps with uploading the screenshot and observes students while writing. He/she might give input for discussion in the discussion group.
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Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.
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Unit 2 The stairway to success

Goals

The students learn to

- sort their skills into three categories and explain them.
- present their skills in full sentences to another person.
- listen to and understand another person's skills description.
- create and write down concrete plans about how they could improve their skills.
- give examples of certain skills and state reasons for improvement.
- listen to another person's explanation and give hints for improvement.

Step	Setting	Activity	Teacher's role
Step 1 45 minutes	Alone	The students look at the picture of the stairway. They think about their skills on the spider web and reflect on the skills they can do very well.	The teacher watches students and provides help if needed.
	Alone	The students capture their thoughts about their strengths in a list in the green area of the online box. They can also use a piece of paper, make a drawing of the stairs and write them down on the top stair.	The teacher provides paper if needed and walks around helping the students make the list.
	Alone	The students write down their average skills into the yellow box (or again use the sheet of paper).	The teacher provides paper if needed and walks around helping the students make the list.
	Alone	The students write down the skills they want to improve into the red box (or again use the paper).	The teacher provides paper if needed and walks around helping the students make the list.
	Pair work	The students compare their stairways/lists with a partner. They speak in full sentences (e.g. "I am very good at..., I am fairly good at..., If I practice, I will be good at..."). Then they change roles.	The teacher walks around and listens to the dialogues. He/she might encourage the students to speak in full sentences.

Step 2 45 minutes	Alone	The students think about the skills they want to improve and find ideas about how they would do this.	The teacher gives the instruction and maybe one example on how this can be done.
	Alone	The students write down their plans about how they want to improve their skills in the online box.	The teacher walks around and helps the students with writing.
	Pair work	The students discuss their plan with a partner. Does it make sense? Does one have to be good at everything?	The teacher points out that improvement is important. However, one cannot be good at everything.
Step 3 30 minutes	Alone	The students think about two of their best/good skills and find two examples. They write them down in the online box.	The teacher walks around and coaches the groups.
	Plenary discussion	The students share their examples in the plenary. They value each other's contributions and give applause.	The teacher steers the presentation and reminds students to give positive feedback.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3 What I can do with ...

Goals

The students learn to

- find different ways of using an object in their daily lives.
- play a guessing game with another person and guess what his/her object is.
- write a story about an object and share it in a discussion group.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students find an object from their daily life. They take a picture with the phone or draw it. Then they describe it in the online box and list as many activities that can be done with the object as possible.	The teacher gives introduction and explains that there can be many different ways of using an object in daily life.
Step 2 45 minutes	Pair work	The students describe their object to a partner. The partner is given two minutes to think about the activities that can be done with the object. Partner one lists his/her ideas about what can be done with it. They discuss what else can be done with the object. Then they switch roles.	The teacher walks around and listens to the creative ideas.

	Pair work/ group work	In pairs, the students present their ideas in the discussion group and add creative ideas about the objects of others.	The teacher gives instructions and might comment on the posted activities.
Step 3 45 minutes	Alone	The students think about another object, draw it again or take a picture again. Then, they write down a short story about it. It can be a story about the object or the object itself can tell the story. The students decide.	The teacher gives clear instructions on the two possible ways to write the story.
	Pair work/ group of four	The students read their story to a partner without telling which object it is. The partner tries to guess the object by listening. Then they switch roles. This can also be done in groups of four.	The teacher walks around and listens to the stories and the guesses. He/she might help with questions to guess an object.
	Alone/ group work	The students share their story in the discussion group and try to guess the objects of others by making posts.	The teacher gives instructions and might comment on the posted activities.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.