



Training Booklet for Teachers

Topic 4 – Important people in my life







Unit 1

My circle of people

Goals

The students learn to

- visualize the members of their circle and themselves.
- introduce the members of their circle to another person.
- describe a member of their circle in writing.
- write a story or a poem about an experience with a member of their circle.
- share their story or poem with another person or a discussion group.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at the empty figures in the illustration. They are in the centre. They take an empty sheet and draw themselves in the centre. Then, they draw the people around them, putting the one closest to them next to their person, the less closer ones further away, etc. They do not label them. They take a photo of their drawing.	The teacher explains the idea of this “sociogram” and points out that close people are also closest in the drawing and less closer ones are shown further away.
	Pair work	The students discuss their drawings with a partner and find similarities and differences. They explain to each other why somebody is close and others are not.	The teacher walks around and listens to the dialogues.
Step 2 40 minutes	Pair work	The students discuss their drawings with a partner and play a guessing game. One partner picks out two people and describes them (looks, personality etc.). The other one guesses who it is and where he/she is located. Then they switch roles.	The teacher walks around and helps with the descriptions.
	Alone	The students write a short description of two people. They describe who they are, how long they have known them, their looks, their personality etc. They also explain why they are important to them. The text does not have to be exchanged with others.	The teacher gives clear instructions about the description and walks around to give individual help.
Step 3 60 minutes	Alone	The students pick the most important person to them and write about one past experience with him/her. They can also write a poem if they like.	The teacher explains the task and assists if needed.

	Pair work	The students decide if they want to share their story with a partner. If so, they read it aloud and answer questions of their partner. Then they switch roles.	The teacher points out that this is a voluntary exercise and an exchange has to be mutual.
	Alone / group work	The students think about how they felt during this exercise and take some personal notes. Afterwards they decide if they want to share their story or poem in the discussion group. There, they can also write about how they felt during the exercise.	The teacher points out that this is a voluntary exercise. He/she might add impulses for discussion in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 2 My friends

Goals

The students learn to

- find criteria about what friendship means to them.
- discuss and agree on common points of what friendship means to them.
- sort their friends into different categories, according to closeness.
- discuss different reasons for different kinds of friendship.
- express a certain experience with one of their close friends in a creative way.

 Step	 Setting	 Activity	 Teacher's role
Step 1 45 minutes	Alone	The students read through the list of "What is a friend?" and think about whether they agree or disagree with the statements.	The teacher reads the sentences together with the students if necessary and gives additional explanations.
	Alone	The students sort the sentences in two categories. They put the ones with which they agree in the blue box, the others in the beige box. They can also take a screen shot.	The teacher provides paper if needed and walks around helping the students make the two lists.
	Group work / Plenary discussion	The students form groups of four and discuss their "agree" and "disagree" sentences. Together they make a poster "What is a friend?" and write down the ones they all agree with. They can also add additional ones. They present their poster in the plenary.	The teacher provides posters and walks around helping the students make their poster. He/she also steers the plenary presentation.

Step 2 30 minutes	Alone	The students think about who their friends are. They look at the circle in the illustration and draw four concentric circles like this one (one drawing). They put themselves in the middle and their closest friends in the next circle. They write the names of casual friends in the middle circle and the names of acquaintances in the outer circle. They take a photo of their finished drawing.	The teacher gives the instruction and maybe one example on how this can be done.
	Plenary discussion	The students discuss their drawings by using questions. Decision about who was in which circle? Difference between close friends and other friends? What would you discuss with close friends but not with casual friends? How could you get to know a person better? Advantages or disadvantages of older friends? Age of friends?	The teacher steers the discussion with the mentioned questions.
Step 3 30 minutes	Alone	The students think about an interesting experience with the inside circle of their friends. They choose from different forms of expression: story, drawing, photo, song, comic-strip etc. They can write down their text in the box.	The teacher walks around and coaches the students in making their decisions.
	Pair work/ group work	The students present their results to a partner. They give each other feedback. They decide about posting their results in the discussion group.	The teacher walks around and listens to the presentations.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3 What I learned from ...

Goals

The students learn to

- find and describe five skills they learned from someone else.
- trace the origins of their skills with the help of a tree model and discuss them with another person.
- think of skills they want to pass on to others.
- present a story about how they acquired a difficult skill.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students look at the illustration of the skills tree. They take a blank sheet and draw a tree with five fruits and five roots. They indicate the skills in the fruits. They write down in the roots the people they learned these skills from. They take a photo of their drawing.	The teacher gives the instruction for this task and explains how skills are learned from others (e.g. by giving an example).

	Pair work	The students present their drawing to a partner and exchange their thoughts. They discuss similarities and differences.	The teacher walks around and listens to the dialogues.
Step 2 30 minutes	Alone	The students think about which skills they would like to pass on to others. They write them down. They also indicate how they would teach these skills.	The teacher gives instructions and walks around for individual coaching.
	Group work/ Plenary discussion	The students present the skills they want to pass on in a group. They write each skill on a slip of paper and pin it on the wall (or put it on the floor). A discussion about the skills and how they can be taught to others takes place.	The teacher steers the discussion by asking questions.
Step 3 60 minutes	Pair work	The students talk about their skills (tree). They discuss the most difficult skills and their similarities and differences.	The teacher walks around and listens to the dialogues.
	Alone	The students think about one skill they learned from someone else. They write down how they learned it by describing a concrete situation. They can also make a video, a drawing or a comic-strip as an illustration and upload it.	The teacher walks around and coaches individual students.
	Plenary discussion	The students present their stories or videos and share their experiences. They listen to others and ask questions.	The teacher steers the discussion.
	Alone/ group work	The students share their stories in the discussion group and comment on the stories of others.	The teacher might give short comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.