

ERASMUS+ Programme  
Key Action 2 – Strategic Partnerships  
Agreement no: **2019-1-PT01-KA201-061277**



### **Methodology book**

<b>Habit –</b>	<b>SELF-CONFIDENCE</b>
<b>Activity/Game</b>	<b>The troubling letters</b>
<b>Age /year of school</b>	<b>Primary school, second grade</b>
<b>Duration</b>	<b>45 min</b>
<b>Resources and materials</b>	<b>Handouts, markers, board</b>
<b>Specific description</b> lesson plan step by step	<ol style="list-style-type: none"><li><b>1. Catching students’ attention</b> T tells Ss that she/he read the previous night a story that fascinated them. The story is called “The troubling letters” and that he/she would like to rediscover it with them.</li><li><b>2. The message of the text</b> T invites the Ss to a chain reading activity. The student that starts invites another one to continue, and the procedure is</li></ol>

repeated until the end of the text. To check if the students have understood the text, T suggests the game “the travelling question”

Each student writes two questions based on the text. When T asks them to, Ss move around the class and leave the handout with questions on a classmate’s desk. They unfold the handouts and read the questions silently. They write their answers on the same handout, then they read out loud the questions they have received and the answers they have given.

3. **The theme of the text:** anxiety caused by something bad that could happen to you.

**Let’s face our fears!**

T asks students to help him/her find the answer to several questions that have drawn his attention.

Why is Zeni afraid? What advice does Granma give her? What does the child feel about the homework she is supposed to write? The conclusion is that Zeni feels anxiety, and she calls it fear.

T asks each S to write a piece of advice to help Zeni overcome her fear. Ss present to the class their pieces of advice.

Each child receives a sticking note on which they will write (in 2 min) one thing they are afraid of, or an event that made him/her feel afraid. When the two minutes are over, Ss will stick their notes on the board, then each child will take randomly a note (different from the one they have written), they will read it and will come up with a solution. Ss read out loud the sentences on the notes and the solutions they have come up with.

Example:

Situation: I am afraid to make an oral presentation in front of the class because I believe I will make a fool of myself and my classmates will laugh at me.

Advice: You should read the homework out loud in front of the mirror, so that you can hear your voice and see yourself!

#### **4. Self-confidence**

##### **The confidence fist**

This activity can be done in two ways: in groups or individually.

- a) Each student receives a sheet of paper with the picture of a palm. It is Zeni's palm. The students will write on that palm five qualities Zeni has (2 min). The students will cut out the palm. They will read one quality after another and they will fold one finger at a time, so that they get "The confidence fist".
- b) T divides the class into 5 groups and gives each group a sheet of paper with the picture of a palm. It is Zeni's palm. The members of the team will work together to write one quality Zeni has. (2 min). The answers will be presented to the class and then, each representative of each team will be invited to the front of the class.

T keeps his/her palm open as in the picture. T asks the students in the desks to mime his/her actions. Each group leader names the quality his/her team has decided upon. T bends each finger and, in the end, gets "the self-confidence fist". T asks Ss to notice that several hands have been raised for Zeni to regain her self-trust. In conclusion, together we can give Zeni her self-trust back.

#### **5. The tree of qualities (pair work)**

T gives each S a sheet of paper with the picture of leafless tree on it. T says to Ss: This tree is you. Draw a leaf (big enough so that you could write on it) on each branch of the tree. Write a quality that you have on each leaf that you have drawn (3 min).

Ss are asked to swap papers with their desk mate and read silently their desk mate's qualities. Then they have to draw one more leaf and write a quality that their desk mate has not written. They switch papers again. Thus, each child will discover that people around them know and appreciate their qualities.

This is the **The tree of qualities** Each child will take it home and will find a place for it in their room, somewhere they can see it daily. They will read their qualities each time they feel they lose their self-confidence. The tree will grow its top with other qualities that the children will add as soon as become aware of them.

6. **Closing the activity**

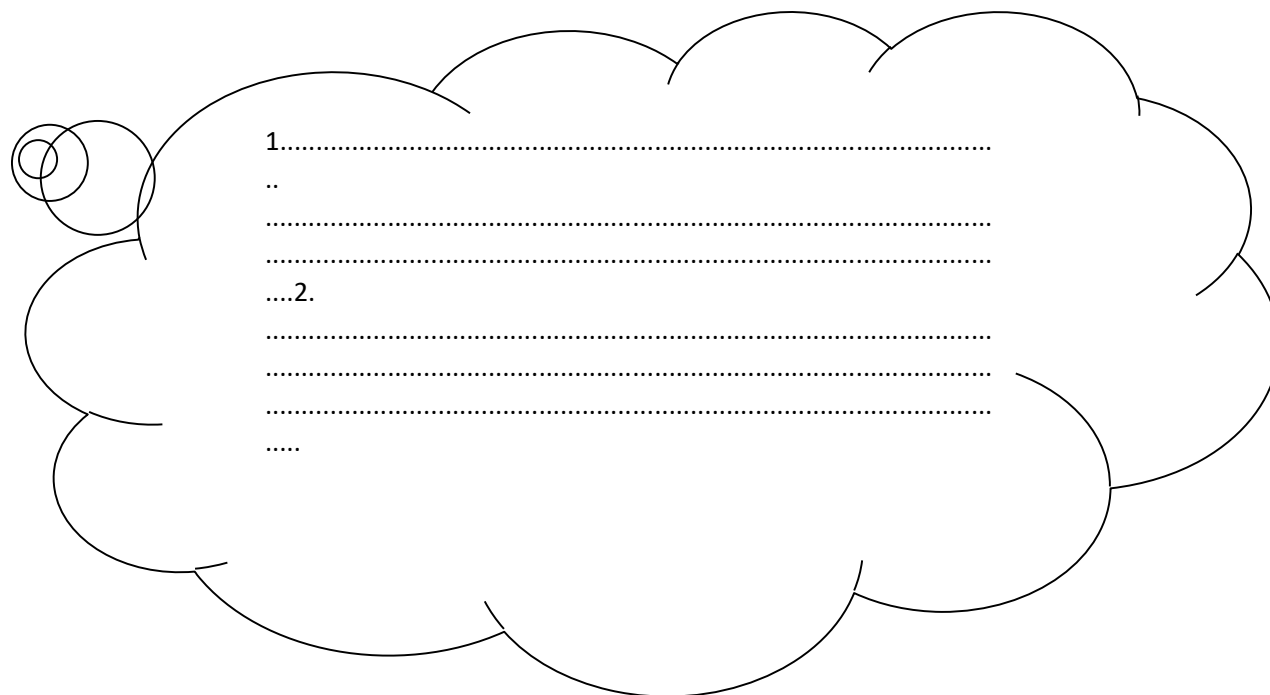
Game: **The washing machine**

The class is divided into 6 rows of students that will face each other two by two. Thus, we get three groups. T chooses three students in the class that will stand in front of each group. Ss are asked to stretch their arms. Each group will form a washing machine. The chosen student will go through the “washing machine”, while each classmate that touches him/her will name a quality he/she has.

At the end of the process the students will have washed away their lack of confidence.

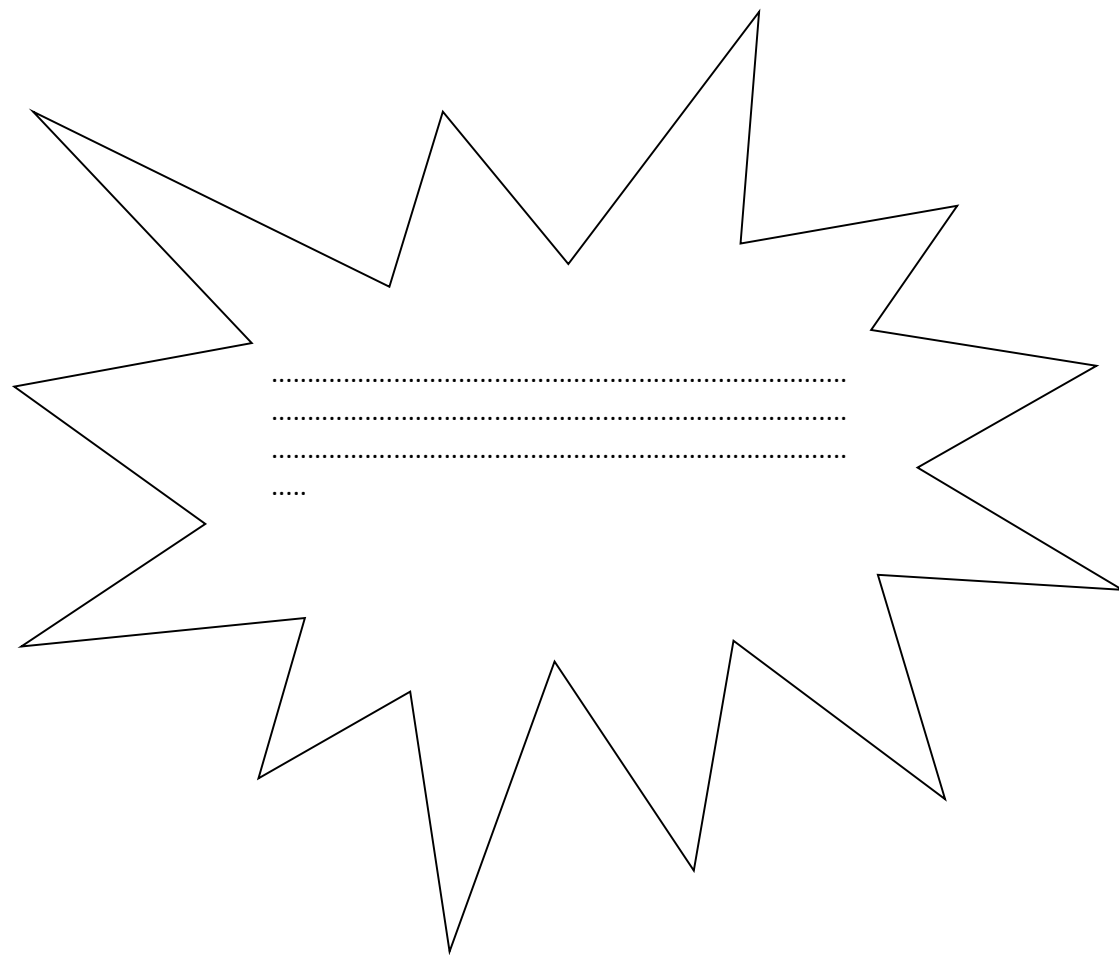
## Annex 1

### Template activity 1



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Template activity 2



Template activity 3



Template activity 4

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Template activity 5

