

# Lesson Plan for teachers



Development of Emotional Skills of Students

**ADAPTABILITY**

# TOOL 1

**Activity for students in class**

**Name of the Tool**

**Change of Plans**

**Objectives of the Tool**



This activity aims to improve adaptability, flexibility and decision-making skills during changing circumstances. The tool helps to set priorities of activities and applying changes.

**Connection of the activity to the skill**

The tool is based on the activity of adapting to changes.

The teacher sets the rules or instructions at the beginning of the activity and while students are implementing the task, the teacher changes the rules.

By implementing a rotation of group members after 10 – 15 minutes of the activities duration, the students learn how to adapt to a new group, which is doing the task in a slightly different way. This can help students, who had to change

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schools and are new to the class. This activity is perfect for training adaptability skills.

## Outcomes

After each finished task there can be a different outcome. The tool is very openly written to any idea that the teacher has.

Depending on the chosen task, the outcome will be a presentation of the scenario, a successfully finished game, a marshmallow-spaghetti tower or anything else that can be done in 30 minutes by groups.

The main outcome is therefore the obtained skill of **adaptability**. Students learn how to adapt to changes, new circumstances, new places and new people.



## Introduction of the Tool

This tool has many phases. First, it's about creating a work plan of a task. The following phases depend on the creativity of the moderator of the activity because it involves changes to the initial work plan.

The disruptions of the instructions or rules are a perfect base to learn and practice adaptability and flexibility skills. The students have to change their approach according to new rules and circumstances every few minute

## Required time

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The timing of this tool depends on the task that is given to the group. It can be around 30 minutes divided into 5-10-minute intervals for introducing various changes in the task.

The task implementation is up to the creativity of the moderator. It can be adjusted to the needs, level and time possibilities of the group.

## Resources, material needed

Materials also depend on the task, the moderator chooses to implement. If it's the theater scenario from the initial example, paper and pens suffice for each group but you can also bring requisites, which can be used by the actors if they choose to use them. If it's a marshmallow-spaghetti tower, you will need marshmallows and spaghetti. If it's a board game, you will need the game you choose. It is helpful for the activity leader if he or she prepares the "change of plans" before the activity.

## Tips for implementation of the tool by teacher

- 🕒 **Step 1:** If you have a bigger group, divide them into groups of 5-6 students.
- 🕒 **Step 2:** Distribute blank paper sheets and pens for each group
- 🕒 **Step 3:** Give them a task for 30 minutes or more, depends on the chosen task  
For example: Task: Prepare a short theatre scenario



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set in a train station with a doctor as the main character. The group has to think about a plot and a title of the play, invent dialogues and additional roles.

- 🕒 **Step 4:** After 5 minutes add to the instructions, that the scenario must include the words “umbrella, motivation, delay” (totally random words).
- 🕒 **Step 5:** After another 5 minutes change the location from the train station to school. The groups have to adjust their scenario, apply changes to the roles, dialogues and situations they invented before.
- 🕒 **Step 6:** After another 5 minutes, choose 3 persons from each group to go to another group. The ones who stay, have to present their work so far to the new group members and the new members have to adapt to the new scenario.
- 🕒 **Step 7:** Until the end of the given time, you can think of other changes or give them time to finish what they started, prepare some requisites or accessories for the presentation of the play.
- 🕒 **Step 8:** All groups can present their result. The other groups can rate their play on how well they adapted to the new circumstances.

This is only an example. You can think of any other task. They can build something, draw something, etc. You can let students play a board game, explain the playing rules and change the rules during the game. The tasks and activities can be anything. The core of the activity is to apply changes while they are doing something and for the groups to adapt to them.

**Age group most suitable for the tool implementation**

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This tool is very openly written and it gives many possibilities of adapting the tool to the needs and age of the group. This tool can be implemented with young students but also with older ones or even with employees in a workplace.

The task, which will be implemented is totally dependent on the teacher, who can use the example of the scenario or any other example or idea which is more suitable for the given age group.

**Suitability of the tool** (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

This tool can be implemented both online and offline. The tool is only a kind of method where you present the task and rules and change the rules during the implementation of the task. The only aspect that has to be considered is that not all tasks can be implemented online. There are definitely more possibilities to implement a task on-site which includes additional materials. Online you can concentrate on storytelling activities, roleplays but without the additional effect of the face-to-face presence and with a lack of props. The same problem appears with the marshmallow-spaghetti tower.

All tasks can be adjusted and changed, reinvented to make it accessible for students with special needs. The core of the tool is not so much a specific task, but the fact, that the implementation rules and circumstances should be changed a few times during the implementation.

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## Development of Emotional Skills of Students

# TOOL 2

### ADAPTABILITY

### Activity for students in class

#### Name of the Tool

**What if...**

#### Objectives of the Tool

This tool aims to improve adaptability and flexibility skills in various situations. The main objective is to enhance the student's reflective abilities to think of their actions.

#### Connection of the activity to the skill

The "What if..." tool is perfect for training adaptability skills regarding positive and negative situations in a safe environment during classes at school. Students are confronted with various scenarios and have to reflect on their possible actions as well as listen to other solutions of the given problem from their classmates. It teaches the students, that there are many different ways to react to a certain situation and that this reaction depends on the experience of every person because



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every person is different and has a different perspective. It helps the students to adapt to situations individually but also to understand and accept other points of view.

## Outcomes

The outcome of this tool is mainly in the obtained adaptability skill of the students. After taking part in this activity, the students know that everyone has a different perspective, based on their experience and background. The students learn how to adapt to uncertain and stressful but also to positive situations without the pressure of consequence at this very moment.



## Introduction of the Tool

In the student's daily life there are many difficult situations when they don't know how to react or deal with their emotions. The "What if..." tool is a way of gamification which can prepare the students in a fun way for certain situations at school or at home. It involves a series of sentences starting with the words "What if..." and ending in various positive and negative situations. The students are required to think about their possible reactions to those situations. It is a way of seeing how they would behave, without experiencing the situation at this very moment – thus, without consequences in a safe environment.

## Required time

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The duration of this tool doesn't have to be long. It can be 20 minutes but also a whole lesson. Of course the time depends on the amount of questions which are given to the students. This is totally up to the teacher/moderator of the activity. The teacher can be creative. If there is an interesting topic for the students to discuss or there is an issue or a certain reaction of the student, which the teacher wants to discuss further, obviously it will take more time to finish the activity.

## Resources, material needed

It is good for the teacher to have a sheet of paper with the prepared questions in order to follow the questions during the implementation of the tool. If you decide to let the students ask each other in groups or pairs of two, the question sheet can be printed out on pieces of paper and distributed among the students. Other than that, you don't need any extra materials.

## Tips for implementation of the tool by teacher

 **Step 1:** The teacher should prepare a set of many "What if..." questions. The questions should be appropriately written for the given age group. They can be adjusted to any topic and situation connected to emotions or to the student's interests. The teacher can be very creative regarding the questions.

For example:

For younger students:

- **What if** someone destroys your toy tower?



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- **What if** your little brother/sister is mean to you while you're playing together?
- **What if** it rains when you want to go to the playground?
- **What if** you break someone's toy?
- **What if** you could fly for one day?
- **What if...**
- ...

For older students:

- **What if** you could choose what you have for lunch?
- **What if** your brother/sister gets sick?
- **What if** you oversleep on a school day?
- **What if** a stranger starts talking to you on your way home?
- **What if** you were the president for one day?
- **What if...**
- ...

- 🗣️ **Step 2:** Ask the questions and let the students answer them on paper.
- 🗣️ **Step 3:** After asking all the questions, let the students read their answers aloud.
  - OR
- 🗣️ **Step 2:** Divide the class into smaller groups of 5 students, give them the questions on paper and let them ask each other and discuss.
- 🗣️ **Step 3:** After their discussions, ask for their experience, feedback and if they had the same answers or not.

**Age group most suitable for the tool implementation**

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The advantage of this tool is that each teacher/activity moderator can adjust and adapt the set of questions to the needs and level of the age group. The examples in the tool are written for younger and older students. This list can be changed or expanded according to the given topic/issue/problem the teacher wanted to address in class. It can be implemented therefore with kindergarten, primary and secondary school students, as well as adults.



**Suitability of the tool** (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

The tool is based on discussion and finishing scenarios. There is therefore no difference if the tool is implemented on-line or on-site. All students can take part in the activity because there is no manual of physical engagement required to answer the questions. The tool can be implemented orally or on paper according to the needs of the students.

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