

Lesson Plan for teachers



Development of Emotional Skills of Students

TOOL 1

MOTIVATION

Activity for students in class

Name of the Tool

The perfect vision

Objectives of the Tool

“The perfect vision” activity aims mainly to create motivational visions of your own future. It is based on reflection but also on setting goals, building hopes and improve your motivation on a daily basis. It fosters decision making, planning and creativity skills.

The main objective of this tool is to foster motivational skills by setting clear and realistic goals to achieve in future.

Connection of the activity to the skill

“The perfect vision” is a very motivational tool. It envisions the dreams, hopes and life goals of the student. It has the purpose of motivating the students to study and work hard to achieve their goals and to know what they are doing it for.



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Outcomes

The main outcome of this tool is the individual motivation board of each student which will be put in a visible place which they see every day, so it will show them the goal they want to achieve.



Introduction of the Tool

This tool is based on the individual creation of a motivation board or collage, which represents all dreams, hopes, goals and aspirations of a student. The idea is to reflect first on his/her aims and to have it in a visible place in their private room at home or at school to have the aim always in front of him/her.

Required time

The timing of this tool shouldn't be longer than a school lesson (45min) including the introduction of the tool, the explanation, the implementation and the reflection afterwards.

Resources, material needed

For this tool, you will need a big white paper for each student (A2 format) or a few more, in case someone wants to remake theirs. You will also need many magazines, posters, pictures, graphics and anything else, that can be used to make a collage about the students' dreams and hopes of a perfect future. You need to prepare a lot, so the students have a lot of choices.

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If you wish to implement the tool on computers/laptops, you will need to prepare pages with pictures/photos which can be downloaded free of charge and a printer for the final outcome.

Tips for implementation of the tool by teacher

- ♥ **Step 1:** Prepare the materials. Be creative so the students have a lot of choices. All materials can be on one table in the front of the classroom so the students can come and choose what they want to put on their motivation board.
- ♥ **Step 2:** Give each student a big white paper as a basis to their vision board. Don't forget the glue.
 - If you decide to do it on the computers, obviously all those materials are not necessary. Then you will need to prepare some photo editing program (Paint, Canva etc.), pages with pictures to download free of charge (freepik, pexels etc.) and a printer for the final result.
- ♥ **Step 3:** Let the students think first. Ask the question: "What do you want to have or achieve in future?" It could be anything - A dream car, dream house, dream vacation, a dream job, a family...
- ♥ **Step 4:** After 5-10 minutes let them look for the photos/graphics which represent those dreams. The students have to cut them out of the magazines, make a collage out of their dreams and goals and glue them onto the white paper. They can also draw things if they can't find anything fitting in the magazines.
 - In case of using the computers, they should add pictures and graphics onto a virtual white paper and print it.
- ♥ **Step 5:** All students can present their dreams to the class at the end.

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 **Step 6:** Tell the students to hang the collage somewhere visible at home or at school where they will look at it every day and remember their goals and dreams and therefore to stay motivated.

Age group most suitable for the tool implementation

The tool is foreseen for every age group because on all stages of life, people have different goals and dreams so it can be adjusted to the situation and stage of the students.

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 on-site.

On-site it is less green obviously because you need many materials, magazines, glue, big paper and so on. It can be implemented therefore also online using digital tools or photo editing programs.

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Development of Emotional Skills of Students

TOOL 2

MOTIVATION

Activity for students in class

Name of the Tool

Pay it forward



Objectives of the Tool

The main objective of this tool is to teach students to be kind to each other and to develop prosocial motivation in them. The tool raises awareness of the importance of kindness within our society and reduces narcissism in students. The tool aims to make students aware of the good things in life and to increase the students' motivation to do good things for others.

Connection of the activity to the skill

“Pay it forward” is based on helping others in small gestures of kindness which are being “paid forward” when someone does a kind gesture towards you. It is proven, that people are happier and more motivated to do good in the world in little steps every day after they’ve done something good. It’s called the “helper’s high” which

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has the effect, that you feel great satisfaction to do good, you know that it's being passed on and positivity is being spread among your neighbors, friends, teachers, family and so on. The joy is not only ours by helping, but we see how even a single smile to someone provides them with joy as well. With this awareness, the students will be motivated to repeat those actions every day. Thanks to this activity, students think ahead of how they can contribute to spread kindness and which gesture of kindness to do today, tomorrow and so on.



Outcomes

The main hard result and outcome of this tool is a list of ideas of kind gestures, which can be done by the students. This list can be hung in a visible place in the classroom with the big title “Pay it forward” to remind the students every day to think of possible gestures of kindness and to develop their creativity and motivation to do good. The latter is the second outcome, where students’ awareness of the importance of good deeds is being raised every day.

Introduction of the Tool

This tool is based on the well-known concept of passing on good deeds, smiles and other small positive gestures of kindness. It could be helpful to show some selected scenes from the movie “Pay it forward” (2000) to explain the concept better. Many times people, from young on, concentrate only on the negative aspects of their everyday life. Therefore it is crucial to focus more on the little positive things and to pass it on to others.

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Required time

The timing of this tool shouldn't be longer than a school lesson (45min) including the introduction of the tool, the explanation, the implementation and the reflection afterwards. It can be controlled by the teacher. Of course the discussions can go on without end if the teacher doesn't control the time. The proposed time division is described in the particular steps.

Resources, material needed

For this tool, you don't need many extra materials because it's a talking activity. The only thing would be a piece of paper and a pen to write down situations of kindness, the students encountered and a bigger piece of paper to write down the list of ideas, how to pay kindness forward.


Tips for implementation of the tool by teacher

- 🕒 **Step 1:** Ask the students to remember all the recent positive moments in their life when someone was kind to them in any way. Explain, that those could be little things, like a smile, a good word of encouragement, a help offer, a compliment... It could be anything.
- 🕒 **Step 2:** The students can write those situations down and present them to the class after a few minutes of reflective thoughts. (10min)
- 🕒 **Step 3:** Ask them, how they felt when those situations happened and if they do little good things to others. (10min)
- 🕒 **Step 4:** Introduce the concept of "pay it forward". The idea of this concept is as follows: After receiving a gesture like this, you feel happier,

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more confident and motivated. The next step should be to do some kind gesture to someone else at any future occasion. That way the kindness is being passed on or in other words “paid forwards”. (5min)

 **Step 5:** In a brainstorming session, make a list of ideas how to pay forward the kindness you receive. (15min)

Here are some examples:

- Compliment the first three people you talk to today.
- Send a positive text message to five different people right now.
- Post inspirational sticky notes around your neighborhood, school, etc.
- Say hi to the person next to you on the elevator.
- ...and so on... Let the students be creative and motivated!

 **Step 6:** Instruct your students to spread the concept of paying it forward after doing those little gestures of kindness by saying to the beneficiaries of their deeds “pay it forward” so the good is being passed on by those persons to others and it creates a chain of positivity and maybe someday the good will come back to the students.

Age group most suitable for the tool implementation

The tool is foreseen for every age group because it is important to foster motivation to do good from the very beginning in life. It is crucial for our society to stay motivated, not in a selfish way but to teach students to be kind to each other on every stage of life.

According to the chosen age group, the ideas and proposals of kind deeds can differ. Younger students can come up with gestures like “smile at someone” and older students, who maybe have already their own pocket money could have the

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idea of buying someone a coffee. Therefore it's a tool, which can be adjusted to the 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 on-site.

In both ways, you don't need to prepare a lot of materials, which is very good for the environment. On-site you can use paper and pens to write down ideas or kind gestures which the students experienced but this part can in fact be implemented in a loose discussion without using paper.

It can be easily implemented and adjusted accordingly in case of any special needs.

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