



LIFE SKILLS ACTIVITIES



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This document is a support tool that the teacher can use to work with students on sociability, teamwork, adaptability and emotional control.

In this case, the activities are designed to be carried out when the teacher's image appears in Genially.



SKILL:	SOCIABILITY
NAME OF THE ACTIVITY:	Role Play Game – Scenes to play for Sociability
OBJECTIVE(S):	<p>Learning through acting and reflecting about Sociability.</p> <p>Every interaction contains elements of good and bad practice of sociability and acting, reflecting and watching the role play games shall help participants opening their minds for that training character of all interactions on the one side, and on the other side learning to distinguish good and bad practice of sociability in order to help them identify their own bad practice regarding sociability.</p> <p>Making a video as memory for participants.</p>
RESOURCES /MATERIALS:	<ul style="list-style-type: none"> • Enough space in a room for acting • Room with tables/computers or beamer for video 3 Printed role-sheets (attached) • Material about sociability • Definition, good-practice examples, advices • Letter of acceptance for video making
TIMING:	<ul style="list-style-type: none"> • First give an introduction about Sociability, you can use the website of following link. • Then show them the video we made as an example • Then introduce the game • We recommend reading each scene at least 2-Times. (One time without helping questions, second time with helping questions) • Make the video (plan 2-3 times filming and give them feedback for their roles) • Plan about 2-3 hours in together
DESCRIPTION:	<p>Acting, especially Roleplay, is an instrument of exercising various social situations. It is about exercising, reflecting and feeling about self- and foreign perception. To life Sociability, you need perception, knowledge and expertise about. All of these three aspects can be exercised with acting and reflecting about the acting guided by a supervised educator.</p> <p>- It is important to tell participants by introducing the RPG that it is not about their acting skills! The focus lies on perception. Participants shall get a chance to watch and observe an acted scene carefully regarding sociability.</p> <p>Example 1: “Silent Movie” Participants shall create a short self-made story without speaking, only with all kind of sounds and noises.</p> <p>Example 2: “Five pictures” Participants get 5 pictures (attached), to create a short improvised story. There is no order for the pictures. (Feel free to add more examples for role play games)</p>

<p>DESCRIPTION</p>	<p>Additional Information and guide: Why and how do we practice perception? Why: Perception is the key element of interacting when it comes to one's aware interacting possibilities. It is also a key element of empathy and therefore a key element for understanding other's actions.</p> <p>How: By observing scenes, by playing scenes, by experiencing scenes in play or by discussion one may learn by doing and by reflecting about the acted scenes.</p> <p>Following question may help you stimulate your participants' perception. We recommend acting each scene at least 2 times. One time without helping questions, second time with helping questions.</p> <ul style="list-style-type: none"> • What happened? • What did you notice? • What feelings might the persons have about themselves? and about another? • What did you feel? • Do you agree with the scene? • How would you react? • Was this a good or a bad practice example? What could have been better regarding sociability? <p>What about the required knowledge? On the website /provided by gureak (Knowledge about Sociability; Definition, good-practice examples, advices)</p> <p>What about the expertise of Sociability? That indeed is the big question. It is the fine art of choosing a special behaviour, finding the right words, the right gestures and facial expressions to do what? to forward what?</p> <p>It is about to find an adequate way of expressing yourself in a sociable manner, to get in touch with others, to befriend others and to get to know the difference between a set of mind about feeling or situations (prejudice) and the real world and meanings of expressions in real time interactions on one hand, and on the other hand, to react and act in a way respecting other's and your own feelings, desires and targets.</p>
<p>ASSESSMENT & FEEDBACK:</p>	<p>Feedback by the trainer/tutor/assistant during the sketch for the participants.</p>

SKILL:	SOCIABILITY
NAME OF THE ACTIVITY:	Friendship activities to build classroom relationship
OBJECTIVE(S):	Find out different ways how to be a good friend, what can we do ourselves to make and nurture friendship.
RESOURCES /MATERIALS:	Digital projector, pen and paaer or computer
TIMING:	60 min
DESCRIPTION:	<p>In a groups of students we listened to a song about friendship.</p> <p>First we discussed what friendship means to them and what is their first association.</p> <p>Then they thought about what they can do themselves to be a good friend, what activities they can do and what a good friendship is.</p> <p>At last they wrote theit ideas on a sheet of paper or computer.</p>
ASSESSMENT & FEEDBACK:	<p>For most of the students friendship is very high on their value scale, immediately after health and family.</p> <p>Being a friend to them means listening, helping, sharing.</p> <p>Most important are sincerity, kindness, being relaxed, being funny.</p>

SKILL:	SOCIABILITY
NAME OF THE ACTIVITY:	Ring
OBJECTIVE(S):	Having fun and solving a problem together
RESOURCES /MATERIALS:	Spacious classroom
TIMING:	10-15 min
DESCRIPTION:	<p>This activity is divided into 5 parts:</p> <ol style="list-style-type: none"> 1. The ring has to be created. To do this, everyone must hold hands. It is important that everyone holds hands on both sides. 2. They extend their arms towards the centre of the circle without letting go of each other's hands. 3. Everyone comes closer and lets go of each other's right hand. 4. Everyone should take a new hand. 5. The group should try to make a circle again without cutting each other's hands.
ASSESSMENT & FEEDBACK:	<p>The teacher acts as a facilitator, introduces the activity, observes and encourages people to communicate. He/she has to make sure that the rules are followed and that force is not used to achieve the objective. Then, at the end of the lesson, he/she stimulates reflection, accepting any input from the learners and providing feedback.</p>

SKILL:	SOCIABILITY
NAME OF THE ACTIVITY:	Stare and share
OBJECTIVE(S):	Enhancing communication, gaining more confidence, making it easier to understand and be understood.
RESOURCES /MATERIALS:	Mirrors, tables and chairs. Have the students sit with a mirror each.
TIMING:	30 min
DESCRIPTION:	<p>This activity is divided in 3 parts:</p> <ol style="list-style-type: none"> 1. For the first step, take a seat and look at yourself in the mirror, focusing on yourself for 60 seconds. During this time, try to maintain eye contact while talking to yourself. 2. For the second step, remove the mirror and talk with the person in front of you for 60 seconds, while looking them in the eyes. 3. Discussion in group about the experience, stimulate reflection <p>If you need to break eye contact, look away slowly, or try glancing to the side.</p>
ASSESSMENT & FEEDBACK:	Tutor acts as facilitator, introduces the activity, observe and then stimulate reflection welcoming any input from learners and providing feedback

SKILL:	SOCIABILITY
NAME OF THE ACTIVITY:	Find someone who...
OBJECTIVE(S):	Helping pupils to interact with each other
RESOURCES /MATERIALS:	Questionnaire and pen
TIMING:	15 min
DESCRIPTION:	<p>This activity is divided into 3 parts:</p> <ol style="list-style-type: none"> 1. Each student is given an index card where they have different phrases like. 2. The pupils have to find someone who fulfils the above-mentioned. 3. When they find the person, the student must put the name of the person next to it. <p>Find someone who has done the activity in question and write their name next to the activity.</p>
ASSESSMENT & FEEDBACK:	The teacher acts as a facilitator, introduces the activity and observes. He/she has to make sure that all learners have found someone. Therefore, the teacher will go through the list to make sure that everyone has found someone.

SKILL:	TEAMWORK SKILLS
NAME OF THE ACTIVITY:	“Why am I here?” combined with “Common thread”
OBJECTIVE(S):	<ul style="list-style-type: none"> • Helping students to feel part of an interconnected community. • To help them get to know each other better. • Help them to communicate in another language.
RESOURCES /MATERIALS:	<ul style="list-style-type: none"> • Coloured pencils, paper • Poster with adequate coloured pencils or drawing materials, • something to attach the made posters to somewhere (whiteboard...) • (For collage: scissors, glue and magazines) • Material about Teamwork Skill. Definition, good-practice examples, advices
TIMING:	<ul style="list-style-type: none"> • About 25-35 Minutes for introduction about Teamwork skills and drawing/searching for a picture to share about “Why am I here?” • 10-15 Minutes speaking out their mind and showing their pictures before the group • 5 minutes to categorize them • 5-15 minutes to form groups and find common elements • 25-30 minutes to design their posters/flags • 30-45 minutes to present and discuss them and giving and getting feedback • All together – depending on group size – 2.5 to 3 hours
DESCRIPTION:	<p>First introduce Teamwork skills and what’s it about.</p> <p>Have students draw a picture that represents why they joined the mobility. Encourage them to think outside of the box, that all pictures and answers they have in mind are very welcome. If they cannot draw, they may use a phone or tablet to search for an adequate picture to present what they have in mind.</p> <p>After fifteen minutes, have students share their picture with the larger group if they are comfortable- let them speak out their thoughts about the pictures.</p> <p>Then try to categorize them, preferably on a whiteboard or blackboard, from a spot all can see them. The biggest classes will form groups depending of the classes group of participants, at least four participants each new group.</p> <p>The new formed groups of four should sit together and chat about 5 to 10 minutes to find out what they all might got in common too. (i.e.: playing soccer, pizza as favourite dinner, or having a kitten).</p> <p>Check in with the groups after five minutes to see if they need more time They should find 1-3 common elements. When they are all done, have them work together to create a flag or poster that represent what they found to have in common.</p>

DESCRIPTION	<p>After all groups are ready, have them present their efforts on their posters before the group.</p> <p>Help the groups discussing about the found topics.</p> <p>Finally yet importantly, ask each group to share their experience working together and to give a short verbal description of their team's way of progression.</p>
ASSESSMENT & FEEDBACK:	<p>There is no right and wrong in their creative ways of expression what they found, but in their effort and active attendance in preparing, drawing, team working and in discussion.</p> <p>Instead of a verbal description about the proceeding, you could prepare and hand out a questionnaire – about their experiences and feelings for feedback.</p>

SKILL:	TEAMWORK SKILLS
NAME OF THE ACTIVITY:	Writing a story
OBJECTIVE(S):	<ul style="list-style-type: none"> • Working together • Helping each other • Communication in English • Exchange of ideas • Being creative
RESOURCES /MATERIALS:	Pens and chart paper
TIMING:	2 hours
DESCRIPTION:	<p>I set up 3 chart-paper stations around the classroom with the following titles: Character traits, Settings, and Themes. The students were divided into 3 groups and each group went to one of the stations.</p> <p>The group members worked together to put down character traits, settings and themes that could appear in a fictional story.</p> <p>Each group spent 10 minutes filling the chart paper with their ideas, Then, they circulated to the next station to repeat the process.</p> <p>When they were done, each group chose one setting, one theme, and three character traits to develop a unique story.</p>
ASSESSMENT & FEEDBACK:	The students enjoyed the activity, encouraged and helped each other, communicated with each other, and finally wrote interesting stories.

SKILL:	TEAMWORK SKILLS
NAME OF THE ACTIVITY:	Puzzling together
OBJECTIVE(S):	Enhancing creativity and coordination helps with coordinated decision making.
RESOURCES /MATERIALS:	X sheets of paper, depending on how many students are taking part in the activity. If possible, divide them into groups of four, if not in groups of two. One sheet of paper per team. Markers or pencils.
TIMING:	At your discretion, a minimum of 1 hour
DESCRIPTION:	<p>Cut the sheets of paper unevenly in four or two pieces, depending on how big the groups are, and distribute them along with pencils and/or markers.</p> <p>Have the groups of students draw and compose a puzzle with the pieces of paper they were given. They should try to coordinate what they would like their final composition to be, if possible.</p> <p>When everyone is finished, gather the groups and have them show and explain to the others the results of their combined efforts.</p>
ASSESSMENT & FEEDBACK:	Participants are challenged to draw something on their own piece of paper in a way that it somehow matches and makes sense when combined with other pieces of paper from their group. The tutor observes, provide support, and then stimulate a reflection on the importance of communication within the group and level of collaboration in the definition and implementation of the drawing.

SKILL:	TEAMWORK SKILLS
NAME OF THE ACTIVITY:	Human snake
OBJECTIVE(S):	Improving coordination and communication in groups
RESOURCES /MATERIALS:	Pieces of paper that make up the snake
TIMING:	15 min
DESCRIPTION:	<p>This activity is divided into 4 parts:</p> <ol style="list-style-type: none"> 1. The teacher presents the head of the snake. 2. The pupils take a piece of the puzzle and start looking for the connecting pieces. 3. When they find the closest piece, they start to find the pieces that connect the other pieces. 4. A snake starts to form. <p>Finally, when the snake is ready, all students shout: SNAKE!</p>
ASSESSMENT & FEEDBACK:	The teacher introduces the activity and observes. He/she then stimulates reflection, accepting any input from the learners and providing feedback.

SKILL:	TEAMWORK SKILLS
NAME OF THE ACTIVITY:	The flight of the geese
OBJECTIVE(S):	Understanding the benefits of teamwork.
RESOURCES /MATERIALS:	Computer, internet access and video. Anor Adilla. (2 January 2011). The Flight of Geese Youtube Video .
TIMING:	20 min
DESCRIPTION:	<p>Geese typically forms a "V" shape when flying together. As each goose flaps its wings, it creates an air current that provides a beneficial lift to the goose following behind. This coordinated flying formation allows the entire flock to cover a distance that is 70% greater than if each goose were flying independently.</p> <p>This activity is divided into 3 parts:</p> <ol style="list-style-type: none"> 1. Thinking about why geese fly in a group. 2. Watch the video 3. Reflection
ASSESSMENT & FEEDBACK:	The teacher introduces the activity and encourages reflection on teamwork.

SKILL:	ADAPTABILITY
NAME OF THE ACTIVITY:	The Alien at Dinner
OBJECTIVE(S):	<ul style="list-style-type: none"> • Exercising mindfulness • Forward leaving comfort-zone • Exercising perception by playing.
RESOURCES /MATERIALS:	<ul style="list-style-type: none"> • A big enough meal/ dining room to have a “playground”. - (before prepared dinner) • Enough dining people per coincidence (we recommend lunch and not all the groups playing this game). • Enough food and dining arrangements for all the participants • Material about Adaptability. Definition, good-practice examples, advices
TIMING:	<ol style="list-style-type: none"> 1. About 30 Minutes of introduction adaptability and the game before the “dinner/mealtime pause” 2. “Your choice” - As said before, we recommend playing during lunch around 30-45 Minutes for observing and “playing”. 3. 10 - 15 minutes designing presentation of their observation 4. 20 - 30 minutes presenting and discussing (depending on group size) <p>All together about 2 hours</p>
DESCRIPTION:	<ul style="list-style-type: none"> • Before you start arrange dinner (or lunch) in the dining room. • Then introduce Adaptability. • Split the participants into groups of two or three – and in secret tell all the groups they are a group of Aliens to join humans at dinner without them knowing about they are aliens. Even the aliens do not know the other aliens. They should consider themselves as an alien, and the rest of the participants, even their team members as humans. <p>We recommend handing them out a piece of paper with their mission – with the addendum, they are not allowed.</p>

SKILL:	ADAPTABILITY
NAME OF THE ACTIVITY:	Out of the box
OBJECTIVE(S):	Enhance out-of-the-box thinking, flexible thinking and on-the-spot decision making.
RESOURCES /MATERIALS:	A box, interesting random objects to insert into.
TIMING:	30 min
DESCRIPTION:	<p>Put some interesting objects inside a box and have the students take one object out and find another use for it, something other than what it is intended for.</p> <p>Use the same object for different students, then have another student take out another object and continue. Try to pick interesting items with different purposes.</p>
ASSESSMENT & FEEDBACK:	<p>Tutor acts as facilitator, introduces the activity, observe and provide encouraging feedback to learners.</p> <p>Although this is an individual activity, other learners can be involved, for example suggesting alternative uses of the given object.</p>

SKILL:	ADAPTABILITY
NAME OF THE ACTIVITY:	Team work
OBJECTIVE(S):	Members of a team group should have the same goals, so each member should take care about adaption, which is necessary for good team work.
RESOURCES /MATERIALS:	PC and digital projector, white table and markers
TIMING:	1 hour
DESCRIPTION:	<p>In the class the teacher presents what is adaptability, then opens the discussion where adaptability is important.</p> <p>When the class team gets a few examples, the teacher and students decide for one situation to think, why is adaptability important in this situation.</p> <p>Students write their ideas on the paper, then each student presents their own ideas to the group.</p>
ASSESSMENT & FEEDBACK:	<p>Our group was talking, why adaptability is very important in team work.</p> <p>Adaptability in team work:</p> <ul style="list-style-type: none"> • Each member of the team has an individual character and we should respect each other, • In brainstorming session each member should respect all the ideas of each member, • Speaking the same language in international groups, • Respect different culture customs in international groups...

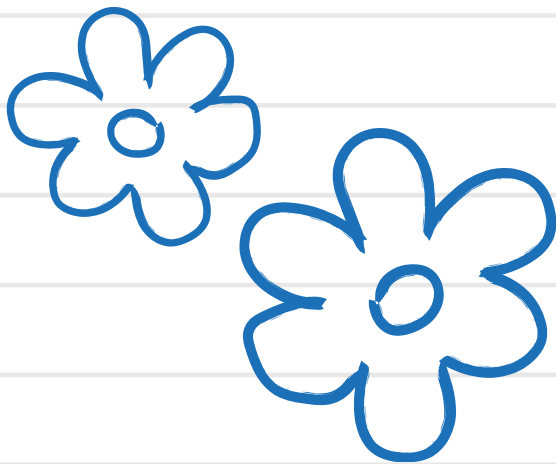
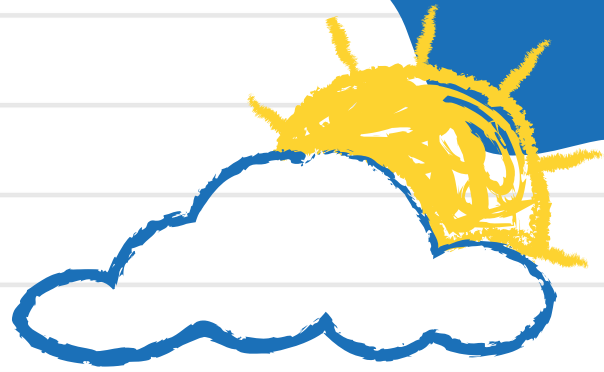
SKILL:	ADAPTABILITY
NAME OF THE ACTIVITY:	Going to a new workplace
OBJECTIVE(S):	To help students understand workplace norms and adapt their own activities accordingly.
RESOURCES /MATERIALS:	Computer with internet access
TIMING:	1 hour
DESCRIPTION:	<p>This activity is divided into 3 parts:</p> <ol style="list-style-type: none"> 1. Learners identify what skills are needed in a job role. 2. They agree on the rules of the job. For example: timetable, cleanliness, space demarcation, type of communication,... 3. They create a poster with the rules of the workplace.
ASSESSMENT & FEEDBACK:	The teacher introduces the activity and makes the activity dynamic. He/she then poses different situations that may occur in a workplace to encourage group decision-making, accepting any input from the learners and providing feedback.

SKILL:	EMOTIONAL CONTROL
NAME OF THE ACTIVITY:	Coping with a stressful situation
OBJECTIVE(S):	Find out how an individual would react to a stressful situation related to mobility. For example, what emotions would overwhelm them, how would they react etc.?
RESOURCES /MATERIALS:	Digital projector, paper or computer
TIMING:	1 hour
DESCRIPTION:	<p>In a group of students, we look at the following situation on the projector: a student travelling with a group gets lost at an airport abroad.</p> <p>First, the students think about how they would react to this situation and how they would get out of it. Then, they write the answers on a sheet of paper or computer – survey form (see attachment).</p> <p>Students present their feelings and solutions and take part in the discussion, reflection, and comparison of different views.</p>
ASSESSMENT & FEEDBACK:	<p>Students mostly said that they would feel awful, frightened, confused, and anxious if they got lost at a foreign airport.</p> <p>Then we discussed solutions. In this situation, students said they would:</p> <ul style="list-style-type: none"> • Ask airport employees to help. • Find an information desk. • Use mobile phone navigation. • Call somebody to help. <p>This kind of activity is the proper way to learn from each other how to cope with stressful situations and look for the best solutions together.</p>

SKILL:	EMOTIONAL CONTROL
NAME OF THE ACTIVITY:	"Ludo"care + Expressionism
OBJECTIVE(S):	<ul style="list-style-type: none"> • Forwarding empathy. • Emotional perception and reflection about emotions through playing Ludo with specific roles for playing participants. • Forwarding emotional expression and a possibility for emotional regulation by draw-ing or writing.
RESOURCES /MATERIALS:	<ul style="list-style-type: none"> • At least 1 Game of Ludo (depending on groups size, for each game 4 to 6 participants) • Posters, sheets, colourful pencils, or other drawing or writing materials for participants to express their emotions • small sheets or cards with the one of the 3 roles on them with a short explanation • Material about emotional regulation Definition, good-practice examples, advices
TIMING:	<ol style="list-style-type: none"> 1. Introduction and grouping and role allocation about 35-45 minutes 2. Playing Ludo ~30-35 minutes 3. Expressing feelings (drawing, writing) (30min hours to 1.5 hours) 4. Discussing about the in-game roles, feelings and drawn or written feelings (45 min) <p>All together about 2.5 to 4 hours depends on the creative part of drawing / writing. Have in mind: Drawing takes usually more time than writing.</p>
DESCRIPTION:	<p>Introduce the lecture about emotional regulation.</p> <p>Then form groups – their size depending on your Ludo game version (4 to 6 players), to play Ludo.</p> <p>Hand out a role for each player of the group. There are 1-2 aggressor (plays aggressive and show emotions), 2 to 2-4 neutral (just playing and trying not showing many emotions), 1-2 peacemaker (always tries to prevent</p>

SKILL:	EMOTIONAL CONTROL
NAME OF THE ACTIVITY:	Songs and feelings
OBJECTIVE(S):	Feeling recognition, emotion expression.
RESOURCES /MATERIALS:	A sheet of paper for each student, a music playlist.
TIMING:	10 min
DESCRIPTION:	<p>Make a playlist of songs of different genres and sounds.</p> <p>Play a song or a portion of it and have the student write his feelings about it on the sheet.</p> <p>Once everyone is done, let the students expose why they chose that feeling, discuss it, then continue.</p>
ASSESSMENT & FEEDBACK	<p>As emotions are sometimes difficult to express, it is important that the tutor give examples, and provide support to those who find this exercise difficult.</p> <p>Tutor introduces the activity by making a concrete example, and stimulate the discussion providing feedback to understand the music and related emotions.</p>

SKILL:	EMOTIONAL CONTROL
NAME OF THE ACTIVITY:	Slow running
OBJECTIVE(S):	Learning to observe the environment before starting to do something
RESOURCES /MATERIALS:	A large space/classroom
TIMING:	20 min
DESCRIPTION:	<p>The players must advance towards the goal slowly, moderating their impatience and doing a self-observation exercise to control their movement.</p> <p>They must coordinate their movements so as not to stop moving or advancing at any moment. At the same time, they will have to observe the degree and manner of progress of the others. In this way, the last person to arrive wins.</p> <p>At the end, we will analyse the experience by referring to Emotional Intelligence skills.</p>
ASSESSMENT & FEEDBACK	The teacher then stimulates reflection, accepting any input from students and providing feedback.



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