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| <b>1. Activity title</b>              | <b>"I am a fairy tale character" - "Guess who is hidden behind this fairy tale character"</b>   |
| <b>2. Target group</b>                | <p>4th grade</p> <p>Optional information: A school class in which the STEAM approach is applied for the second consecutive school year. Students encounter difficulties in performing independent tasks related to the application of knowledge and skills characteristic of the sciences included in the STEAM approach. The difficulties are in the development of the qualities: independence, initiative, entrepreneurship and responsibility. When conducting a subsequent lesson, a more successful model is to work in small groups. The application of this approach at an early school age, characterized by the specificity of the motivational sphere of the child's personality, aims at forming skills for team interaction, improves the level of communication in small and large groups, cooperation, information management - analysis and synthesis, cultural awareness. All skills are characteristic when working with the application of the STEAM approach. For this purpose, an interest-based activity with the theme "I am a fairy-tale character" and a role-playing game "Guess who is hidden behind this fairy-tale character" were held.</p> |
| <b>3. Duration</b>                    | <p>2 lessons X 40 minutes each</p> <p>Special interest clubs/classes</p>  |
| <b>4. Learning Environment</b>        | <p>Work in a learning environment with a group of TSOUD. The ranks are arranged in a U-shape. Thus, the students have a good view of each of them, a personal work space and an opportunity for better communication with each other.</p>   |
| <b>5. Learning outcomes</b>           | <p>Team interaction skills are formed, the level of communication in the group is improved, information management skills - analysis and synthesis - are improved.</p> <p>An analysis of a speech situation and its projection on a specific written text is made. The qualities are developed: independence, imagination and tolerance. Language competence is developed.</p>  |
| <b>6. Subjects and topics covered</b> | <p>Hobby - role-playing game.</p> <p>Interdisciplinary connections:</p> <p>Bulgarian language - speech development with topics: "I answer a question with facts from a non-fiction text" and "I compose a fairy tale with a favorite character".</p> <p>Man and nature with the theme: "Organisms and their environment".</p>   |
| <b>7. SEL competences</b>             |   |

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|  | <p><b><u>PERSONAL</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identifying and expressing emotions</li> <li><input type="checkbox"/> Self-regulation</li> <li><input type="checkbox"/> Identifying strengths/self-efficacy</li> <li><input type="checkbox"/> Growth mindset</li> <li><input type="checkbox"/> Wellbeing</li> <li><input checked="" type="checkbox"/> Dealing with negative emotions</li> <li><input type="checkbox"/> Flexibility/resilience/problem solving</li> </ul> <p><b><u>SOCIAL</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Empathy</li> <li><input checked="" type="checkbox"/> Appreciating diversity</li> <li><input checked="" type="checkbox"/> Relationship building</li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Conflict resolution</li> <li><input type="checkbox"/> Ethical and responsible behavior and decisions</li> <li><input type="checkbox"/> Dealing with negative relationship such as bullying</li> </ul>   |
| <b>8. Method / Didactic techniques</b>   | Role-playing game "Guess who is hidden behind this fairy-tale character".   |
| <b>9. Tools / Materials / Resources</b>  | paper and pen   |
| <b>10. Detailed description of the step-by-step description of the activity / sequences of the units</b> | <p>Each of them must complete the sentence by choosing a favourite fairy-tale character. The teacher explains that the answers to the questions do not necessarily have to be directly related to the plot development of the character. Students can change his environment, habits and emotions according to their personal judgement. The sentences they have to complete are:</p> <ol style="list-style-type: none"> <li>1. I am .....</li> <li>2. I live in .....</li> <li>3. I like to .....</li> <li>4. When I am happy .....</li> <li>5. When I'm sad .....</li> <li>6. I dream of .....</li> </ol> <p>A talk is held on the topic of favorite fairy-tale characters. The teacher explains again the freedom of each student in his choice of character and his description.</p> <p>Students work independently. After completing the work, the teacher collects the sheets, shuffles them and randomly distributes them again. Care is taken that each of the students does not pull out his own sheet. A reading by the student of the sheet in it follows. After reading, he guesses which of his classmates is hidden behind the described fairy-tale character. It is entitled to two assumptions. If he fails to recognize the author of the text, a discussion with the whole class follows. During the conversation between the teacher and the reading student, the other students try not to give away their guesses.</p> |

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| <b>11. Extension / Take home activity</b>  | <p>Extension / Take home activity<br/>The students are given a white sheet on which they successively complete sentences written in advance by the teacher.</p>   |
| <b>12. Feedback &amp; assessment</b>   | <p>It has been established that there is a great desire on the part of the students to conduct another such lesson. They are motivated to reread their favorite fairy tales to have a greater choice of character representation.</p> |
| <b>13. Intellectual property rights (IPR)<sup>1</sup> / Origin of the activity</b> | <p>Ivelina Dimitrova Miteva-Belcheva - teacher of the Secondary Education School "St. Patriarch Evtimii" - city of Varna</p>  |

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