

<b>1. Activity title</b>	<b>Interactive learning and alternative therapy</b>
<b>2. Target group</b>	the task is suitable for students in the basic level of education -10-13, of course it is also applicable for higher grades, with the necessary adaptation of the presented materials; also suitable for students with special education need
<b>3. Duration</b>	50 min
<b>4. Learning Environment</b>	face-to-face; school counsellor's office
<b>5. Learning outcomes</b>	At the end of this lesson, students will be able to:  more easily come to understand and define their own emotional states and to distinguish categories such as good and evil, right and wrong, like - dislike, etc.
<b>6. Subjects and topics covered</b>	violence, aggression, harassment
<b>7. SEL competences</b>	<div> <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 checked="" type="checkbox"/> Self-regulation</li> <li><input type="checkbox"/> Identifying strengths/self efficacy</li> <li><input checked="" type="checkbox"/> Growth mindset</li> <li><input type="checkbox"/> Wellbeing</li> <li><input checked="" type="checkbox"/> Dealing with negative emotions</li> <li><input checked="" type="checkbox"/> Flexibility/resilience/problem solving</li> </ul> </div> <div> <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 checked="" type="checkbox"/> Collaboration</li> <li><input checked="" type="checkbox"/> Conflict resolution</li> <li><input checked="" type="checkbox"/> Ethical and responsible behavior and decisions</li> <li><input type="checkbox"/> Dealing with negative relationship such as bullying</li> </ul> </div>
<b>8. Method / Didactic techniques</b>	Small group work, theater, discussion, sharing
<b>9. Tools / Materials / Resources</b>	puppets, film, presentation
<b>10. Detailed description of the step-by-step description of the</b>	Different dolls are distributed to a small group - about 4 - 5 students. They are read a short text, a story, which they have to develop and complete. Each child is then told the role to play with their doll according to the story read, without emphasising that the theme is

<b>activity / sequences of the units</b>	<p>related to violence. When they are finished, they are introduced to an educational film or presentation on the topic of what violence is, what forms of violence there are, what feelings the victim feels when a violent act is applied to him and what are the possible ways to react. As a finale, the students have the task of inventing a scenario themselves and trying to act out the scenes, again with the help of the puppets, and the finale must necessarily be positive.</p> <p>Discussion topics:</p> <ol style="list-style-type: none"> <li>1. How do my characters feel while the puppet theatre is being played;</li> <li>2. How I feel in a given role;</li> <li>3. What does it mean to be strong;</li> <li>4. Who is stronger in the game and in the class;</li> <li>5. What does a person experience when he is subjected to abusive and violent treatment, etc.</li> </ol>
<b>11. Extension / Take home activity</b>	<p>Homework optional - students have to draw a general drawing on a large cardboard on the theme "School without violence"</p>
<b>12. Feedback &amp; assessment</b>	<p>At the request and interest of the students, other similar lessons were held with puppets and theater elements. They felt free and good in this non-learning activity - to express both opinions and emotions through the dolls, as well as needs and desires. This helped them gain knowledge on how to behave in a given situation, how to react and how to ask for advice and help in times of need and ignorance.</p>
<b>13. Intellectual property rights (IPR) / Origin of the activity</b>	<p>Veneta Peikova - school psychologist at "Ivan Vazov" Secondary School, Stara Zagora</p>