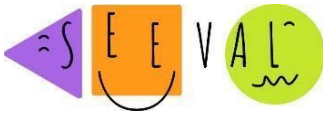


1. Activity title	<b>The Jungle</b>	
2. Target group	<p>The lesson can be held with students from junior high school and high school; with students and parents; with teachers.</p> <p>So far, I have conducted this exercise with 4th grade students, with 5th grade students, with pedagogical advisors and school psychologists.</p>	
3. Duration	40 minutes	
4. Learning Environment	It would be good if the lesson was held in a hall/classroom, in which it would be possible to separate four corners in which 4 groups could work.	
5. Learning outcomes	<p>At the end of this lesson, students should be able to:</p> <ul style="list-style-type: none"> <li>● have had the opportunity to give ideas and listen to the ideas of their classmates;</li> <li>● have worked in accordance with certain rules;</li> <li>● had had the opportunity to work in a team randomly (without knowing in advance with whom they will fall into a team);</li> <li>● have had the opportunity to check and supplement their knowledge (concrete and metaphorical) about the lion, the turtle, the chameleon and the eagle;</li> <li>● have had the opportunity to understand that people are different - they do not look, think and act in the same way and that each quality is valuable when used in a specific situation;</li> <li>● understand that a good team is made up of people with different skills and abilities;</li> <li>● have a different perspective when one of their classmates is "labelled".</li> </ul>	
6. Subjects and topics covered	Classroom / lesson of interests	
7. SEL competences	<p><b><u>PERSONAL</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying and expressing emotions</li> <li><input type="checkbox"/> Self-regulation</li> <li><input checked="" type="checkbox"/> Identifying strengths/self efficacy</li> <li><input checked="" type="checkbox"/> Growth mindset</li> <li><input type="checkbox"/> Wellbeing</li> <li><input type="checkbox"/> Dealing with negative emotions</li> <li><input checked="" type="checkbox"/> Flexibility/resilience/problem</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 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>

	solving
<b>8. Method / Didactic techniques</b>	Work in small groups, discussion
<b>9. Tools / Materials / Resources</b>	Pens, paper.
<b>10. Detailed description of the step-by-step description of the activity / sequences of the units</b>	<p>The teacher gives instructions for the game. He adds that the "jungle" today will be inhabited by a lion, a turtle, an eagle and a chameleon. He asks a question and an invitation to the students: "If you could be any of these animals for a moment, which one would you choose?" Let us distinguish four groups for the four animals.' (It is possible to form groups by counting the 1st, 2nd, 3rd, 4th. Then the first numbers are in the group of the lion, the second - in the group of the turtle, the third - in the group of the chameleon and the fourth – in the group of the eagle). After four groups have been identified, each group goes to its own corner where it will discuss and work. The facilitator gives each group a sheet of tables (attached to this description): "We chose the lion group because he is:....</p> <p>"Why didn't we choose the group of: the eagle; the turtle; the chameleon?" –</p> <p>The groups have 10 minutes to think and complete the tables. Then the introduction of each group begins.</p> <p>The leader gives each group the opportunity to state their arguments why they chose the corresponding animal, what are its qualities and skills. Participants in each group also state the reasons why they did not choose the other animals.</p> <p>After the presentation of each group, the facilitator asks how it was for them to work together, if they learned something new about the animals, about themselves as participants in a randomly formed group. After the presentation of all four groups, the presenter says that actually each group started by pointing out the positive qualities of their animal and it turns out that all four animals have them, and that it turns out that the same animals also have quite a few negative ones qualities. It allows for a general discussion to discuss these results.</p> <p>Conclusions from the discussion can be in direction:</p> <ul style="list-style-type: none"> <li>● each quality is useful in a specific situation;</li> <li>● it is good not to put "labels";</li> <li>● to look for the good in the "bad";</li> <li>● to be a little more interested in what is behind a certain behavior of our peer</li> </ul>



	<p>A good team consists of members who possess a variety of qualities and skills that help to cope in different situations.</p> <p>The lesson ends with feedback from the students: "What will I take away from this lesson?"</p>
<p><b>11. Extension / Take home activity</b></p>	<p>Students can use what they learned in this exercise when they work in a team on a certain project - when distributing responsibilities according to the skills of the participants in the group; in sports competitions; when organizing any general events for the class; when welcoming a new student to the class, if there is more strange behavior, etc. What is learned is applicable in many areas of life.</p>
<p><b>12. Feedback &amp; assessment</b></p>	<p>The described exercise is part of a program for developing the skills of 5th-7th grade students for conflict-free communication, which we carry out at school. The program is called "We are all connected", it is scheduled within 8 lessons with students in junior high school. The program is implemented by a pedagogical advisor or a trained class teacher. Students participate with pleasure and are very fond of sharing after each activity.</p>
<p><b>13. Intellectual property rights (IPR) / Origin of the activity</b></p>	<p>The program "We are all connected" was prepared by Kapka Nikolova, in her capacity as a pedagogical advisor at the "Geo Milev" Secondary School - Varna, approved by the director of the school Albena Pavlova. "It's a Jungle out there" is an activity from <i>Positive Discipline in the Classroom</i>, by Jane Nelson, Lynn Lott, Steven Glenn, InfoDar Publishing. The current lesson uses an adapted version for the needs of the classroom.</p>