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| 1. Activity title | Social and emotional skills training: The colors of Friendship | |
| 2. Target group | 11th grade students at "Antim I" Secondary School - Zlatograd The class includes motivated and unmotivated students, students with special educational needs and students from minority groups. | |
| 3. Duration | each lesson is 60 min | |
| 4. Learning Environment | The lesson was held in the social studies office The cabinet was arranged according to the specifics of the training activities. The students were placed in a circle, with a podium or stage for the forum theater forming in the middle. For the role-playing games, the students moved according to their task. Boards with words illustrating the socio-emotional intelligence of the students were placed on the board. | |
| 5. Learning outcomes | <ul style="list-style-type: none"> • Activating the imagination of the participants; • Encourage verbal communication; • Getting to know the greetings of different cultures; • Class cohesion; • Starting a conversation about stereotypes; • Revealing prejudices in society; • Strengthening assertiveness; • Cultivating empathy; • Increasing the socio-emotional competences of students • Deepening of knowledge about the methods and techniques of self-regulation through breathing; • You relieve emotional stress and muscle cramps; • Positive social change; • Achieving personal awareness and freedom; | |
| 6. Subjects and topics covered | Civic education, Philosophy, Bulgarian language and literature | |
| 7. SEL competences | <p><u>PERSONAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identifying and expressing emotions <input checked="" type="checkbox"/> Self-regulation <input checked="" type="checkbox"/> Identifying strengths/self efficacy <input checked="" type="checkbox"/> Growth mindset | <p><u>SOCIAL</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Empathy <input checked="" type="checkbox"/> Appreciating diversity <input checked="" type="checkbox"/> Relationship building <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Conflict resolution <input checked="" type="checkbox"/> Ethical and responsible |

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| | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing <input checked="" type="checkbox"/> Dealing with negative emotions <input checked="" type="checkbox"/> Flexibility/resilience/problem solving <ul style="list-style-type: none"> behavior and decisions <input checked="" type="checkbox"/> Dealing with negative relationship such as bullying |
| <p>8. Method / Didactic techniques</p> | <p>The methods used are: role-playing games, solving cases and situations through the forum theatre. In this method, during training, a specific, pre-planned and rehearsed scene is played out that reflects the problem. Real day-to-day conflicts (in the family, at school, etc.) are seen as a problem, followed by a dramatic situation and climax. Thus, the stage production reveals a social problem and each character in the play occupies a certain social role. This method can effectively help in solving such problems as:</p> <ul style="list-style-type: none"> - removal of the causes for addiction; - change of negative qualities, stereotypes of behavior; - support for positive behavior. |
| <p>9. Tools / Materials / Resources</p> | <p>described in details in each part of the activities</p> |
| <p>10. Detailed description of the step-by-step description of the activity / sequences of the units</p> | <p><u>I. First game: Welcome</u></p> <p>Stimulus material – Participants receive coupons (cards) with images or descriptions of greetings used in different countries. The coupons contain only an image or description of the greeting, without indicating which country this greeting is typical for.</p> <ul style="list-style-type: none"> ✓ Japan - participants place their hands in front of their chest as if in prayer (palms resting on each other) and make a deep bow from the waist; ✓ New Zealand - participants rub their noses; ✓ Great Britain - participants shake hands while standing at a distance from each other (arms almost straight); ✓ Russia - the participants hug each other tightly and kiss each other three times on the cheeks; ✓ Tibet - participants show their languages; ✓ Germany – participants shake hands while standing close to each other (arms folded); ✓ France - participants smile and kiss each other four times on the cheeks one at a time; <p>After receiving the coupons, the participants are divided into pairs and allowed to practise for 2-3 minutes.</p> |



Discussion:

Did you like the game?

Can you guess which greeting is used in which country?

Did you have a hard time using any of these greetings? Which ones did you experience difficulty or anxiety about?

Can you tell that some greetings seemed funny to you?

What role do you think greetings play in human relationships?

Do you know of other ways in which people greet each other?

Have you ever greeted someone and they didn't greet you back? If yes, could you share what feelings you experienced at that very moment and what you thought about yourself and the other person?

II. Second game: Sound gymnastics

Stimulus material - cards with the sounds:

A - has a beneficial effect on the whole organism;

E - affects the thyroid gland;

And - affects the brain, eyes, nose, ears;

O - affects the heart, lungs;

U - affects the organs located in the abdomen;

I - affects the work of the whole organism;

M - affects the work of the whole organism;

X – supports the cleansing of the body;

HA - helps improve mood

Now we will perform breathing exercises that effectively affect muscle tone and the emotional centers of the brain. Each of you has chosen a letter that you will have to sing. As a result, we affect the work of the whole organism and at the same time remove muscle clamps. Before we proceed to sound gymnastics, I will tell you about the rules: it is performed in a calm, relaxed state, standing with a straight back; first we take a deep breath through the nose and when exhaling we pronounce the sound loudly and energetically. (Should we exercise?)

And now let's try to sing all together Excellent, we removed muscle clamps, cheer up. Time to form a "muscle corset"; straighten your back, straighten your shoulders and stretch your mouth to your ears, create the pose and facial expression of the winner.

III. Third game : Express train

Incentive material: A list of passengers is prepared in advance.

List:

gypsy woman

openly homosexual
 a young man with AIDS
 a casually dressed woman with a small child
 a curious vlach who constantly compliments you
 a village man with a large dust bag and work clothes
 african student (black)
 ex-prisoner
 muslim woman in traditional dress
 a policeman
 a junkie-looking teenager with dyed hair, multiple tattoos, earrings, bracelets and chains;
 a disabled person in a wheelchair
 a Chinese man who brought out strange food with strong spices;
 a person speaking an unintelligible language
 follower of the "krishna" religious movement
 an aged priest

Activity

Each participant is provided with a list. The teacher asks the question: "Which of these people would you least like to travel in the same compartment with?" Students are asked to identify three persons who are least preferred and to make three most preferred choices. Then the participants are divided into groups of three people. Each group represents a compartment. They also take up seats in the classroom in this way. The goal is to rank the list in such a way as to determine the fourth companion. The group then comes together and discusses the groups' various choices.

Discussion:

Did you have a hard time coming to a consensus?
 Why was the arrangement different for different groups?
 Why did some answers match for all (or some) groups?
 What could be the reasons for a person not wanting someone as a companion? When do we make a decision guided by fear, by disgust, by dislike? How much in these cases is such a decision justified?
 What can we do in such cases with our feelings? And do we even need to do anything?
 Do you think it is feelings that make us make such a decision or something else?
 If you found yourself in this situation (unwanted in the compartment), how would you feel?



What would you do anyway if you found yourself in a compartment with someone you don't want?
Have you ever been in a situation like this and misbehaved with people you didn't like?
Is it the fault of the people we don't want to travel with?
How do you think they would feel when they met our displeasure?
What do you think is best to do in such cases?

IV. Short talk about stereotypes

Mechanism for the formation of prejudice ("Man is a social animal" - Eliot Aronson)

The word "stereotype", like the word "prejudice", has a negative connotation. It refers to overgeneralization—attributing the same characteristics to every individual belonging to a group, regardless of the actual differences among members of that group. So to believe that people of color have an innate sense of rhythm or that Jewish people are materialistic is to assume that virtually all blacks feel the rhythm or that all Jews seek to accumulate wealth. However, stereotyping is not necessarily an intentional act of offending: it is often just a way of simplifying our view of the world, and we all do it to some extent. When we hear the words "Irish pastor," "New York cab driver," or "Italian barber," most of us conjure up a specific image. When a stereotype is based on experience and broadly correct, it represents a simplified method of perceiving the world that facilitates adaptation. On the other hand, if it closes our eyes to individual differences within a given group of people, it makes adaptation difficult and hides a potential threat. Furthermore, most stereotypes are not based on common experience, but rest on hearsay or images created by the mass media, or are constructed in our minds as a means of justifying our own prejudices and cruelty.

We will define prejudice as a hostile or negative attitude towards a given group formed on the basis of wrong or incomplete information. The Bulgarian words that most accurately reflect the meaning of the definition given by the author are "prejudice",

Conformism, as a reason for the formation of prejudice

It has been proven that the more conformist a person is (yielding, conforming, submissive, adhering to social norms), the faster and easier he perceives and assimilates the prejudices of his group. In addition,

many of the prejudices are accepted as absolute truths without data verification. And last but not least – norms and institutions themselves can create prejudice, through acts or manipulation.

V. A short story of stereotype:

In a distant small village lived a young pregnant woman. Her husband died before their child was born and she was all alone in her little hut at the edge of the village. One day, while gathering wood in the nearby forest, she saw a small injured weasel lying curled up against a bush. Without hesitating for a long time, the woman took the injured animal and took it home. She knew that if she left him like that in the forest, he would either become prey to other predators or starve to death. And she also needed some animal in her home, it was just going to be her companion...

Not long after, the weasel recovered, and although it was a wild animal, it attached itself to the woman and did not separate from her, it was tame and did not show the typical character of these animals. A few months later, the woman gave birth. She had to take care of her child and handle everything else by herself. It was very difficult for her, but she had no one else to rely on, she managed to the best of her abilities...

The days passed like this until one afternoon she had to go out for a while and leave her child all alone at home. She didn't want to, she was worried, but she had no other choice, she couldn't take him with her where he had to go. She left her home and left the baby at home with just the weasel, praying that everything would be fine when she got home. Not much time passed and the woman returned home, but when she reached the threshold of her house she died of terror: there stood the weasel, her mouth was all stained with blood and she was looking straight into her eyes...The woman felt black at that moment, as if the world had collapsed at her feet... Instinctively she jumped up, grabbed the tree propped behind the door and with just a few blows killed the weasel - this animal that she saved from certain death in the forest, which she fed, secreting from its own meager morsel... In return for her cares, it has, at the first convenient moment, attacked her dearest, her only child... Just at that moment a sound was heard from the room. Like a baby's soft cry...

The woman rushed there and what did she see - the baby was lying in the cradle, and next to him... Next to him on the ground was the corpse of a recently torn snake...

Then the woman realized everything - she had just killed the weasel that saved her baby's life...

Discussion follows:

What do you want to share after hearing this parable?

Do you detect prejudice in it? What is the meaning and implications of this prejudice?

Interpret the phrases:

"Prejudice is the middle name of our society."

"It is easier to break the atom than the prejudices of men" - Einstein.

"Prejudice limits and erases the human in us."

The only prison for man is the cage of prejudice in which we ourselves are imprisoned. Anyone outside of this prison is free! Which side of the grid are you on?

"A bad person is like coal, if it can't burn you, it will tarnish you."

"Many people have absorbed a wide range of prejudices while sitting at their mother's or father's begging."

VI.Solving cases with forum theater

Students come out and are presented with two case studies, which they recreate through roles and find solutions.

CASES

Case study (1) Anastasia is an 18-year-old girl who has just finished her high school education. She graduated with success at 5.25. She is a good child to her parents. She tried to apply to a higher education institution, but she failed. She will have to try again next year. But now she is looking for a job to help her mom and dad and to have funds for herself. Anastasia attends a job interview. The employer - the owner of a large chain of grocery stores - has scheduled a day to accept new workers. There are at least 20 other women in the hall, and there are only 10 seats. Anastasia is the youngest of them. When it is her turn, after exchanging a few words, the employer tells her: "Miss, we need settled women, those who have families and know how to save their bread. You are too young, too inexperienced and in my opinion it would hinder my business. I recommend that you find another job for yourself, maybe a waitress or a balloon seller in a circus."

Case study (2) Elena is a student in the 8th grade. She is a responsible young lady. He achieves excellent results in his studies. He has many friends. Over the weekend, she and her mother attend a big clothing



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| | <p>sale. Today, on the first school day of the week, Elena arrives at school wearing a new dress. Her friends ask her where she bought it. They also say they like it and would buy it too. She states that over the weekend, together with her mother, they visited a big sale in a nearby town and bought for her from a second-hand store. When they hear this, one of her classmates says, "Huh, so you're poor. My parents would never buy me such a gift, and I wouldn't accept it. I wonder how people can dress in such clothes. It caught my eye."</p> <p>Discussion: What do the two scenarios have in common? Do you now know what prejudice means? Why in scripts do people always stick to these patterns? How do victims of prejudice feel? Do victims of prejudice deserve such treatment? Can you recall whether you were a victim of prejudice? When you were a victim how did you feel? How do you think such situations can be prevented?</p> |
| <p>11. Extension / Take home activity</p> | <p>Homework Have a conversation with your parents and ask them how they reacted in their lives when a new person, different from them, arrived in the collective in which they worked or in the settlement in which they lived. Let your parents share about their feelings about people who don't look like them. Prepare to share your impressions with the class. Think about the topic: "How to overcome the prejudice against the other?"</p> |
| <p>12. Feedback & assessment</p> | <p>I prepared a questionnaire for self-reflection among students.</p> <p>QUESTIONNAIRE</p> <ol style="list-style-type: none"> 1. What do you think emotional intelligence means? 2. What are the components of emotional intelligence? (underline the correct answer) <ul style="list-style-type: none"> • knowing one's own feelings • mastering one's own feelings • empathy: understanding the feelings of others • emotional motivation: listening to your feelings • ability to cope with stress • all of the above 3. What are the components of social intelligence? (underline the correct answer) <ul style="list-style-type: none"> • Empathy - understanding the feelings of others |



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| | <ul style="list-style-type: none"> • Ability to work in a team • Adaptability to new people and new ideas • Dealing with misunderstandings through active listening • They show social qualities such as kindness, gratitude, forgiveness, caring for others, responsiveness, etc. • Understanding the non-verbal behavior of others • all of the above <p>4. What strategies and techniques will you use to develop emotional and social intelligence in your class? I listen, then I react; I use the messages; Meditation of goodness;</p> <p>5. What is your opinion about the training: "Colors of friendship"</p> |
| <p>13. Intellectual property rights (IPR)¹ / Origin of the activity</p> | <p>Irina Bodurova - senior philosophy teacher, Zlatograd, "Antim I" High School</p> |

¹ Intellectual property rights

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