



Life-skill development

Teacher's handbook



Erasmus+



SUPREM



MODUL 2

DEFINING GOALS

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DEFINING GOALS

	Knowledge	Ability	Attitude	Autonomy and responsibility
2. defining goals	<p>He knows how to listen to his mates; how to share his experiences with his peers.</p> <p>He knows how to accept ideas and thoughts different from his own; how to write down his experiences and stories.</p>	<p>He is able to express and understand ideas, thoughts, feelings, experiences, in both oral and written form; interact adequately, on a linguistic-creative level, in relation to various contexts in the perspective of dialogue and mutual respect.</p> <p>He is able to use the computer to document, store, present, exchange information relating to the work carried out; to transfer what has been learned, through experience, in different contexts; to persevere in learning to overcome any obstacles by optimizing time and information on an individual and collective level.</p>	<p>To make a right decision the students need to focus on themselves and their needs, letting themselves be guided by their needs.</p>	<p>Students begin to know themselves and to understand what their abilities are.</p>

AUTOBIOGRAPHY

To decide what to do when you grow up, you first need to get to know each other and what your skills are.

To make a right decision you need to focus on yourself and your needs, letting yourself be guided by your needs and intuition. Your choice is based on dreams instead of fears only in this way.

The autobiography workshop aims to help children get to know each other, understand each other and make the right decisions. Writing about yourself is never limited to fill in the list of facts and things but it is necessary to establish a focus on yourself. The value of focus lies in the lesson that can be drawn from the events.

The need to tell about oneself is innate in people. From an early age children learn to communicate through stories, fairy tales, tales and begin to organize their thoughts in narrative form.

For teens, telling about themselves is a much stronger need than for adults, it helps them to draw their identity. The exchange of experiences and the mutual attention that comes from it are very important for a boy/girl. Stories generate emotions, reflections, help to understand who we are and where we are going and what we look for.

There is a lot of research that underlines the benefits of writing. In the study by Niederhoffer, K. G., & Pennebaker, J. W. "Sharing one's story: On the benefits of writing or talking about emotional experience" some positive aspects are highlighted:

1. Writing about oneself and one's emotions produces great social, psychological changes in the individual, even at the level of neural processes.
2. Writing helps to express one's emotions, modifies linguistic and cognitive processes and, finally, affects the behaviour of a person within a social group.
3. People use words in different ways. If they are stressed, or if they are experiencing a particularly bad time, they will speak and write in a certain way. Indeed, people change their linguistic register when they are lying. That means, analyzing the words that we use in a given moment, helps us to decode the main emotions of a particular time.

The autobiographical narrative workshop aims to:

- Develop an aptitude for storytelling and listening by enhancing children's experiences, thus facilitating self-reflection and self-construction through the link with different events and stories.
- Promote greater awareness of the link between writing and reading by entering the "writer's" part.
- Meet the world of imagination and invention.
- Increase mutual knowledge, exchange, trust and comparison in the classroom by accepting and recognizing ideas and thoughts different from their own.

TIMES: Each meeting (lasting 2 hours) includes sections of individual writing of glimpses of personal history and sections of sharing the writings, according to a "pact" between the teacher and the group of students, preliminary defined.

Individual writings, designed according to the age and expressive skills, will be done by stimulus and facilitation activities.

After the step of individual writing, there will be the one of respectful reading and listening, in a positive and welcoming atmosphere, in which the various productions will become a "gift" for the other.

SKILLS:

Communication in the mother tongue

Italian: ability to express and understand ideas, thoughts, feelings, experiences..., in both oral and written form, and to interact adequately, on a linguistic-creative level, in relation to various contexts in the perspective of dialogue and mutual respect.

Digital competence

Technology: the use of computers to document, store, present, exchange information relating to the work carried out.

Learning to learn

Transversal to subjects: transferring what has been learned, through experience, in different contexts. Persevere in learning to overcome any obstacles by optimizing time and information on an individual and collective level.

Final product: Reading of the writings produced in a "lesson-show" in the presence of the families. Creation of a "digital book" that collects the images and writings produced.

ACTIVITIES

1. How do I tell myself?

The teacher presents the project, probes the children's knowledge in terms of storytelling, autobiography, the structure of a story, orality and writing; listens to their expectations, their proposals, trying to create a serene and collaborative atmosphere.

(Ex. Have you ever read any autobiographies? Who are the characters? What is the impression the character would give about himself/herself? Have you ever written a diary? Have you ever allowed anyone to read it? What's the difference between telling a story or writing one?, etc.).

The classroom changes its setting, the desks are leaning against the walls and the children arrange themselves, seated in a circle, in the center of the classroom.

Tell me how you would like to tell something about you (a few written notes, a drawing, an oral text, etc.). The teacher explains the first exercises that will be done.

2. The magic box

The teacher tells the children to bring 10 objects from home that represent them and put them in a box (for example: ballet shoes, a photo as a child, a ball, etc.).

The students leave their objects in the box, then each student chooses one and on the basis of the objects, tries to describe, as accurately as possible, the person who brought them. Everyone will read his/her writing and then compare himself/herself with the person to whom the box belonged.

3. Let's exchange identity

Each student fills in his own identity card in which he/she will write down his/her interests, his/her favorite sport, what he/she can do and what he/she can't do, his/her favorite food, music, the latest book and movies he/she has read or seen, etc...

The teacher collects the cards and gives a card to each student at random.

He will have to invent a story taking into account the data of the identity card.

4. If I were ...

Each student writes on a card which animal, object, plant, cartoon character he/she would like to be, briefly explaining why.

The teacher helps the children to reflect on their choices.

5. The Five Senses

Students describe an event that happened to them through the five senses.

The teacher asks which scent they remember, which image comes to mind, what noises struck them...

6. Diary of beautiful things

For one week each day, students write in a notebook the beautiful and positive things that have happened during the day.

At the end of the week the teacher makes everyone read their diary and organizes a discussion on what they have learned. Each student writes the most important thing on a poster hanging in the classroom.

7. Describe a family photo

Students will choose a photo or a family object and describe it using all five senses to bring their memory to life.

8. The imaginary friend

Let's invent our imaginary friend, so that he/she has all the characteristics we would like to have. Let's draw him/her and describe him/her accurately. Let's think about how he/she would react in some circumstances, when facing problems.

The teacher helps the students to reflect on the exercise, showing that it serves to observe their emotions, not to judge them, not to let them overwhelm us and, if possible, over time turn them into something positive.

9. Write a letter to your teacher

"Dear teacher, here's what I would like you to know about me".

What is the image I would like my teacher to have of me?

What are my positive features? What can I do well? What can I bring to my class?

The children will be invited to reflect and write a letter to their teacher.

10. Write your autobiography in 10 sentences

Choose the most meaningful events in your life and try to understand which were the most important steps. Rewrite an event in your life.

11. Build up your family map

Build a poster with the map of your family, enriching the map with all the news you have about relatives (where they live, what work they have done etc...)

12. My autobiography

At this point the children are ready to write their autobiography.

The teacher asks students to bring meaningful photos, interviews with parents and relatives, really important for them.

Look at the photos, read the interviews and write your autobiography...

13. I look at you, you tell me your story: from autobiography turns to biography

The teacher divides the class into small groups, in which the children are transformed into biographers and "swap" lives.

Write the story of the other student, true or imagined.

At the end of each work the teacher will make the students read what they have written and lead the discussion, highlighting the positive aspects of each work, highlighting the abilities of each student and making them reflect on what their choices have been and how these have affected their lives. The teacher collects all the activities for a Digital storytelling work, to create a video to share or a digital book.

MY IDENTITY CARD

	My name is	
	I live in (town)	
	Address	
	I was born on	
	I was born in	
In my family there is		
In my free time I like		
I play (sport)		
My favourite school subject is		
School subject I don't like		
School is important for (according to my opinion)		
My favourite pets are		
My ups are		

My down is	
When I grow up, I want to be	
My dream	
I can do well	
I can't do	
A name for my class	
This year I hope	
The last book I've read It was about	
The last film I've seen It was about	
My favourite comics	
My best person	
My ideal friend should be	
My ideal teacher should be	
I'd like to go on a trip to	
I've been on holiday in	

SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS



INTELLECTUAL OUTPUT 1
EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN
THE FRAMEWORK OF
2019-1-HU01-KA201-061091
PROJECT

The author of the modul 2
(Defining Goals)

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