



# Life-skill development

Teacher's handbook



Erasmus+



**SUPREM**



# MODUL 7

## COLLABORATION LEARNING FROM EACH OTHER – "IF I WERE..."

MODUL 6

# COLLABORATION LEARNING FROM EACH OTHER – "IF I WERE..."

	Knowledge	Ability	Attitude	Autonomy and responsibility
<b>7. Collaboration learning from each other</b>	He knows: how to recognize others' emotions; how to recognize the narrator's point of view; how to change the internal observer's point of view.	He is able to: analyze their own feelings and those of their peers; understand a literary text; work in teams; improve the ability to express themselves; develop mindful reading; manage and organize a task; develop technological skills; develop language skills.	Students have an empathic feeling with the others and use their critical sense.	Students work together in a peaceful atmosphere and mutual collaboration.



# Introduction



This workshop, in addition to strengthening the reading and writing skills and developing students' critical sense, aims to promote empathy and the ability to understand each other, essential for learning from others by creating a peaceful atmosphere and mutual collaboration.

**Being empathic** means being able to experience the emotions someone else has, sharing a state of mind, experiencing other people's feelings as if they were ours.

**We are empathic** because we are able to feel the emotions of the other, but at the same time, we are able to distinguish our emotions from those of the other person, without being completely carried away.

We get in harmony but we are aware that the emotion belongs to the other person and it

concerns his/her personal sphere. Sharing it means getting in harmony with the other person, without transporting ourselves completely into his emotional state. If we share and analyse the emotions of others, their mistakes and their abilities, we will be able to build effective and better relationships with them.

**Being empathetic** with others means that we have accepted lots of features of our personality and, at the same time, we are following a path of personal growth. We are working on the acceptance of some emotions, for example, that we are able to feel by putting ourselves in empathic connection with others.

## Purposes:

- improve the ability to write and speak, help relationships with others and develop empathy.

## Objectives and Skills

- Know how to recognize others' emotions
- Analyse their own feelings and those of their peers
- Know how to recognize the narrator's point of view
- Understand a literary text
- Know how to change the internal observer's point of view.
- Work in teams
- Improve the ability to express oneself
- Develop mindful reading
- Manage and organize a task
- Develop technological skills
- Develop language skills

## Methodologies:

- Brainstorming
- Frontal lesson
- Participatory lesson
- Group work
- Discussion and debate

## Evaluation

The evaluation is based on students' work: the product (digital book), the group work and on participation in various workshops.

# Activities

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At the beginning, the task of making a new book will be introduced by exercises that will help students to put themselves in the shoes of their classmates, discovering their emotions and analysing them.

## "If I were you"

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*The teacher suggests some titles such as:  
"That time I got angry...", "The happiest day", "A fight with a friend "*

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Write the text with a personal story.

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*The teacher reads the themes without telling the names of those who wrote them.  
At this point he/she assigns the stories randomly to each student.*

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Rewrite the text, highlighting what you would have done in that situation.

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*At the end, comparing the texts, he/she will open a discussion, highlighting similarities and differences.*

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## "The tree of emotions"

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*The teacher will draw a stylized tree on a poster. Above each branch he/she will write a situation that can happen to the students. For example: - I got a bad mark,- I received an unexpected gift, - My parents scolded me, - The teacher praised me in front of the whole class, - A friend of mine didn't invite me to his party. The teacher distributes cards.*

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Write the emotion which describes fear, anger, joy, etc. Sticks your card under the corresponding situation. The teacher analyses and discusses the differences and reactions of the students.

## "I'll help you like this"

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*After the previous exercise, the teacher divides the class into small groups.*

Say how you could help your partner in a given situation. If he/she is angry because he/she got a bad mark, what can I do? Can I show him/her that I am happy because the teacher praised him/her? Etc...

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*The teacher collects various answers to write in a small handbook of help and solidarity.*

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## "Your strengths"

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*The teacher writes the names of the children on a poster.*

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Write a value or skill next to each name.

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*The teacher leads the discussion by asking some questions: How do others see you? Did you know you had these skills or abilities? Do you recognize yourself in this description?*

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## "A new book: I rewrite a story from a different point of view"

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*The teacher explains the features of a story to the students, highlighting the external and internal narrator. He/she will give examples of how a narrator's point of view can be changed.*

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Students read a book or a long story, possibly written in first person by an internal character. They analyse the characteristics of the main narrating character, his style, his actions, his way of speaking.

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*The teacher divides the class into small groups and gives each one a secondary character of the story.*

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Analyse the character and choose an episode that concerns him/her. Students, comparing themselves to each other, have to fill in an identity card of their character, writing both physical and psychological characteristics. Prepare a drawing of the character. At this point the students compare and play "If I were..." What would they have done if they were the character they have analysed? How would they have behaved?

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*After listening to all the members of the group, the teacher invites the students to write a part of the story again, in the first person, imagining that it is written by the secondary character who tells the facts from his/her point of view. How do you see others? What is your relationship with the main character? What will he/she do and how will he/she behave in certain conditions?*

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# 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 7  
(Collaboration learning from each other  
– "IF I WERE...")

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2021.

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