



# LESSON PLANS

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BLOCK I

# INTRODUCTION AND HAND WASHING ROUTINES



## LESSON PLAN 1

 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 LEADER, HAND WASHING, HAPPY, SAD, NEUTRAL



COPIES (1 PER KID FOR ECCD), PENS, BALLS, CONES



STUDENT WILL HAVE THE CHANCE TO SHARE THEIR FEELINGS DURING THE LOCKDOWN PERIOD AND LEARNING THE "HAND WASHING ROUTINES"

## WARM UP, INTRODUCTION OF THE TOPIC

 10 MINUTES

Sit in a circle. Make sure you can see all the players and all the players can see you.

- **What did you do during the summer?**
- **How did you feel during these months?**  
Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)
- **What did you want to do during those months and why you couldn't do?**
- **Did you learn new things during the summer? What did you learn?**
- **How do you feel now?**  
Use "the colour cones code"
- **What would you like to learn or do these coming weeks?**

ECCD Groups: Share **ANNEX 2**, one copy per student and make sure they have a pen/pencil. Make sure they understand the pictures and use the pictures to answer question 1, 3 and 6.

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards.

## 7 HAND WASHING STEP

 10 MINUTES

All the students make a circle, stay 1.5 meters between students. Coach explains about the "7 Hand Washing steps" in ANNEX 1.

- Then, the game starts. Coach will ask one player to be the explorer.
- This player will go out of the group and wait without looking at the group.
- Then, the coach will ask "who wants to be the leader?". This player will show different steps of Hand Washing and the rest of the group have to follow.
- The leader will change the action trying not to be caught by the explorer that has to find who is the leader by looking around. If the explorer finds the leader the game is over!

*Play as many rounds the kids keep enjoying. You can add other actions depending on the group (wash your face, take a shower...) to make it more fun and dynamic!*



### TIP BOX

It is important for the students to remember the step of hand washing and follow them in daily activity.

## SIMON SAYS!

 20 MINUTES

Simon says: in order to have fun and engage the kids in the program.

Vocabulary: sit down, stand up, jump, hands up, hands down, clap your hands.

### STEP 1

- Make a circle and the coach shows the actions related to the vocabulary above to the players. Then the coach will explain the game "Simon says" to the players. If coach says "Simon says...sit down!" everybody has to sit down. If coach doesn't say "Simon says" at the beginning the player don't have to sit down.

*After playing few rounds one player can be the one giving the instructions and the other players follows him/her.*

## STEP 2

If you have space you can play this game where the kids dribble the ball around and give instructions with the "Simon says..."

- Control the ball
- Run: The players with do a little run with the ball
- Head: players catch the ball, throw in the air, head the ball and catch.

Final round you will eliminate players if they mistake and slowly finish the game. You can play as many rounds you want depending on the players mood.

## REVIEW

 5 MINUTES

Sit down with the students and review about the topic:

- **Did you enjoy? Why, Why not?**
- **What did you learn today? Can you mention it?**  
Ask the students to mention one word or somethings.
- **How do you feel now?**  
Use "the colour cones code"
- **Do you want to come or join this class next time? Why and Why not?**

Introduce a relaxing practice in order to introduce a tool to release their anger.  
Sa ta na ma (2 minutes). "Meditation practice"

## HOMEWORK

 5 MINUTES

Coach explain and demonstrate a new action (e.g. coach says "touch your head!" and at the same time shows the action). Then players will have to think and add 2 more actions and show them next week.

# COOPERATION

## LESSON PLAN 2



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 HELP, TEAM, SUPPORT, THINKING



CONES OF THREE DIFFERENT COLOURS, OBSTACLES, 2 BALLS



STUDENTS WILL BE ABLE TO RECOGNIZE THE IMPORTANCE OF COOPERATION BY DOING TEAMBUILDING AND CRITICAL THINKING ACTIVITIES.

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 10 MINUTES

In order to find out the information related to their feelings you can create a warm-up game and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

- **How did you feel when you woke up this morning?**  
Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)
- **How do you feel know?**  
Use "the colour cones code"
- **How do you think you will feel after the training?**  
Use "the colour cones code"

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards.

## INTRODUCE THE TOPIC

In order to introduce the topic, the coach will follow the next steps:

- Share the flashcards to the students, one set for each student (**ANNEX 1**). Check first about the actions with them. After that ask the students to organize the actions in order as they would normally do in the morning.
- Then ask the following questions:
  - **What did you do this morning?**
  - **Who cooks/clean in your house?**
  - **Could you do these things by yourself? Why?**
  - **What is easier and shorter for you, do yourself or doing together with someone else?**
  - **Why is important to help each other?**



### TIP BOX

For older students you can use or introduce the actions in English to make it more challenging.

## THE COLORFUL TOWER

 10 MINUTES

Make groups of 3 players per group and make a line. Set up a tower of 6 cones of 3 different colours (blue, red, yellow) for each team. Each team has to build another tower next to it following the colour patterns that the coach shows (e.g. two blue cones - two yellow cones and 2 red cones).

### The rules are:

- One player from each team runs to each tower.
- Each player can move only one cone at the time and then run back as a relay game.
- The cone on top can be moved only underneath the same tower or on top of the new tower.
- If the player wants to move from the new tower to the old tower, he/she can put on top or underneath the old tower.
- The game finish with one of the teams make the new tower in the same order than the coach example.

Normally the first round the players will struggle to understand but once they get it, it is so much fun! Let them think, communicate each other and enjoy! Play as many rounds as you think it is enjoyable.

You can introduce different challenges by adding obstacles on the way, dribble a ball or bouncing a tennis ball.

## CATCH THE COLOR!

 20 MINUTES

Make 2 groups, one in front of each other about 4 meters far and ask the players to line up. In the middle set 3 cones white in the middle and red and blue on each side about 3 meters away from each other.

## STEP 1

One player of each team runs into the middle and then the coach will shout a colour, "BLUE!" and the players have to run quickly to touch the blue cone.

*Play few rounds.*

## STEP 2

One player of each team runs into the middle and then the coach will shout an object, "SKY!" and then the players have to run to the colour cone that they identify the sky with.

*Play few rounds.*

## STEP 3

Players stay in their group and the coach says an object, "CAR!" and then players will discuss which colour they identify a car and run! Take turns so each player has the chance to play.

*For step 2 and 3 you can use words that are a little bit confusing and bring a discussion of why you chose that one. There is no right or wrong answer!*

*Also is interesting depending on the age of the students to say feelings, so they can tell you which colour they identify that feeling with. You will be surprised with the answers!*

*You can use the ball for these activities depending on the resources that you have.*

## REVIEW

 **5 MINUTES**

Sit down with the students and reviewed about the topic:

- **What did you learn today?**
- **What do you think about helping each other? Why cooperation is important?**
- **Would you be able to achieve the goals without your team-mates?**
- **How do you feel now?**  
*Use "the colour cones code"*
- **Do you feel the same that you thought at the beginning?**

*Encourage the player to create a team name to promote teambuilding and creativity!*

REMEMBER...

*to write down in the emotional cards*

## HOMework

 **5 MINUTES**

Share the homework attached to the lesson plan according to the age group.




# IDENTIFY YOUR EMOTIONS

## LESSON PLAN 3



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 ANGRY, SAD, HAPPY, WORRIED, AFRAID, EXCITED, BORED, FEELING/EMOTION



COPIES (1 PER KID FOR ECCD OF ANNEX 1), 2 COPY PER CLASS OF THE PICTURES ANNEX 2) PENS, BALLS, CONES (BLACK COLOUR THINGS)



STUDENTS WILL BE ABLE TO IDENTIFY DIFFERENT FEELINGS AND EMOTIONS.

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 10 MINUTES

Sit in a circle. Make sure you can see all the players and all the players can see you

- **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)

- **How do you feel now?**

Use "the colour cones code"

- **How do you think you will feel after the training?**

Use "the colour cones code"

Teacher stands-up and makes action of a feeling. Students try to guess and then brainstorm about other feelings. You can ask them to perform depends on the level.

## REVIEW

Teacher gives the worksheet and discuss about the pictures (Annex 1 for ECCD and Annex 2 for the rest).

- **What is happening in picture 1?**
- **Why do you think the boy is crying/sad?**
- **When do you feel like this?**

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards and to introduce emotions by action



## WARM UP, INTRODUCE THE TOPIC

 10 MINUTES

### GAME 1

#### ACTION TIME

- Make pairs, and partners face each other 4 meters far and with a line in the middle.
- Review the emotions before starting the activity.
- Remember: Every player aware of social distance (1.5 meters). Every player follows the instruction of the coach: e.g. coach says the emotion and every player runs to the middle line at the same time showing the emotion until arriving to the line.

*Change pairs after few rounds.*



#### TIP BOX

For ECCD students the vocabulary will be only Burmese and for the rest will depend on the comprehension level

### GAME 2

#### U SHAPE GAME

- Make 2 teams. Each team lines up on the opposite edge of the U shape.
- First player will run around until they meet the opponent. Coach then shouts the emotion and players have to act. The first one to do the action can continue running forward. The other player will be out and the second player from the "losing team" will quickly run to meet the "winner".
- The teams will get a point if they can reach the opposite edge.
- Play several rounds, count the points and reward the winning team (for example they can go and drink water while the other team pick up the cones, or get a big applause from the other team)

*In order to understand better you can do first round with rock, scissors, paper to make it clearer.*

## WHERE IS THE FEELING!

 20 MINUTES

### GAME 1

Coach set up the different pictures of the emotions in different places around. (Happy, Sad, Afraid, Angry, Worried, Excited, and Bored). Coach will set up 2 pictures of each emotion in different places).

- Every player has one football or a tennis ball. Then coach will shout one emotion (e.g "Happy!!!!") and players will run to find the picture (**ANNEX 2**).
- First round players bounce the ball
- Second round player can dribble the ball. After few rounds, the coach says the emotion and then the players have to make the action and then run to the picture.

*Create a challenge to make it more fun, (e.g. only 3 players can go to the same picture)*

## GAME 2

- Make groups of 3 players. Set up an obstacle/dribbling circuit with three "stations". In every station there is a picture.(ANNEX 2).
- The player go to the first station, take the picture and show the action to his/her team. The mates have to guess. When they guess the player can continue doing the same for the next stations.
- When the player finishes the last station, will pass the ball to the next player that has to do the same.

*Coach can find the way to make it more fun or dynamic by instead of action they have to explain with words or the last station they have to spin around 5 times and do the action.*

## REVIEW

 5 MINUTES

Sit down with the students and reviewed about the topic:

- **How do you feel after the training?**
- **Did you enjoy? Why, Why not?**
- **What did you learn? Can you mention it?**  
(Ask students to mention one word or somethings)
- **What emotion do you like better? Why?**

## HOMEWORK

 5 MINUTES

Give self-assessment to the kids. Tell the little kids to ask for help to their parents and get the parents sign. With this routine we want to involve the parents in the activity so that they can see how they kids feel doing different activities. There is not right or wrong answer. Take the time and reflect on yourself!

# ANGER MANAGEMENT

## LESSON PLAN 4



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 ANGRY, EMOTION, EXPRESSION, TOOLS, POSITIVE, NEGATIVE, RELAEASE



CARDS, BLUE TAG, PLASTIC BOARD, 6 CUPS NAMED WITH "HAPPY, SAD AND ANGRY", CONES, 2 BALLS. A4 AND COLOUR PENCILS



STUDENT WILL BE ABLE TO REFLECT ON THEIR ANGER AND FIND DIFFERENT WAYS TO RELEASE IT.

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 10 MINUTES

In order to find out the information related to their feelings you can create a warm-up game and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

• **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)

• **How do you feel know?**

Use "the colour cones code"

• **How do you think you will feel after the training?**

Use "the colour cones code"

## REVIEW

Ask the students to make 2 groups.

Coach makes the action about the emotions from last week and students have to guess.

Finish the review with the emotion **ANGER** in order to introduce the topic.

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards and to introduce "angry" in it!

## INTRODUCE THE TOPIC

Coach will ask the following questions and lead the conversation based on the age group:

- **What things/situations makes you angry?**  
Collect some of the answers and write them down on a post-it.
- **How do you feel when you get angry?**  
Students can stand-up and make an action to explain how they feel.
- **What do you do to release your anger?**
- **Do you like to be angry? Why/why not?**
- **Do you like other people to be angry? Why/why not?**



### TIP BOX

Especially with younger players, give different examples to help them to understand or think of those situations.

## HOW DO YOU FEEL WHEN...?

10 MINUTES

Make groups of 2-4 players and create a coordination circuit. At the end of the circuit the coach will set up a board with post-its with different situations that might get people feel happy, angry or sad. Also, the coach will give 3 cups to each team with the words "**HAPPY, SAD, ANGRY**".



### TIP BOX

Running, jumping, crawling and any type of movement are perfect to release anger and stress!!!!

- To start the game, the coach will shout, for example "Happy!" and the first player of each team will run until the end, read the post-it (ANNEX 1) and take one that is related to happiness. Then run back and put in the "Happy Cup".
- Play different rounds mixing Happy, Angry and Sad.
- After few rounds (make more post-it than rounds) the coach will collect the information and discuss about it!

You can also ask the players to think of other situations that makes them angry.

## I DON'T WANT TO BE ANGRY!

AN ACTIVITY TO DISCUSS WITH THE KIDS POSITIVE AND NEGATIVE WAYS TO RELEASE THEIR ANGER

20 MINUTES

### STEP 1

- Sit down in the circle and the coach asks the players "**What do you do when you are angry?**".
- Brainstorm with the players about different ways to release the anger.

The coach drives the conversation but kids give their answers for example fighting, breathing, playing sports, crying....

## STEP 2

Make 2 groups and place one group in front of each other about 6 meters away. Set up 2 stations in the middle, one is the positive reaction and the other one is the negative reaction station. Mark the stations with 3-4 cones in a line to make the activity more fun.

- Coach will shout one reaction, for example, "**FIGHT!**" and then the first player of each group goes in the middle and choose if it is a positive or a negative reaction. You can ask the player to jump or skip over the cones until reach the last one, or zig-zag with the ball.
- Continue the activity the rest of the players. When all the players have participated review the answers together!

*Play different rounds introducing different challenges!*

Here a list of positive and negative ways of release your anger

meditation	playing sports	breathing	taking a bath
crying	isolating yourself	swearing	breaking things
fighting	insulting	throwing things	talking to a friend
shouting	hitting something	harming yourself	yoga

*You can add more and also based on the players answers.*

## REVIEW

 5 MINUTES

Sit down with the students and review about the topic:

- **What did you learn today?**  
Ask the students to name the different ways of release your anger.
- **How do you feel now?**  
Use "the colour cones code"
- **Do you feel the same that you thought at the beginning? Why?**

Introduce a relaxing practice in order to introduce a tool to release their anger.  
Sa ta na ma (2 minutes). "Meditation practice"

## HOMEWORK

 5 MINUTES

Ask the students to make a drawing of themselves when they are angry. They have to bring to the next class. Share colour pencils if they don't have and A4 paper.

# ANGER MANAGEMENT II

## LESSON PLAN 5



 **1 HOUR**

 **8-10 STUDENTS, ALL GROUPS**

 **ANGER, RELEASE, POSITIVE, YOGA, READING, DANCING, DRAWING**



**DANCING STATION:** VIDEO DEVICE (PHONE OR COMPUTER), COPIES OF STORIES, DRAWING. **STATION:** PAPERBOARD ONE FOR EACH STUDENT, A4, PENCILS. **STORY TELLING:** COPIES OF THE STORIES



**STUDENTS WILL BE ABLE TO STRENGTHEN THEIR KNOWLEDGE RELATED TO ANGER MANAGEMENT AND EXPERIENCE GOOD PRACTICES TO RELEASE THEIR ANGER.**

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 **10 MINUTES**

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

• **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)

• **How do you feel now?**

Use "the colour cones code"

• **How do you think you will feel after the training?**

Use "the colour cones code"

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards.

## SUGGESTION OF THE WEEK

- Set up several cones with the 4 different colours around. Remind the students the meaning of the colours (**yellow=happy, blue=sad, red=angry, white=normal**).
- Coach shouts "How did you feel this morning!!!!!!?" Students run to grab the cone and show in the air. Do the same routine with the questions above. You can repeat the instructions so you can check if the kids repeat or not their answers.

## INTRODUCE THE TOPIC

 10 MINUTES

Students will present their homework to the teacher. Coach can collect the drawings and ask the students to guess whose drawing it is.

As a review, the coach asks the following questions:

- **When do you feel like this?**
- **Why did you feel like this?**
- **What did you do to feel better?**



### TIP BOX

Especially with younger players, give different examples to help them to understand or think of those situations.

With the answers of this last question coach will ask if it was a positive or a negative way of release the anger. Then explain that today we will practice and experience different positive ways of release your anger and remain calm and relax.

- **Do you like to feel relaxed and calm?**

## HOW DO YOU RELEASE YOUR ANGER?

 40 MINUTES

### THE PEACEFUL SQUARE

We will prepare 4 different stations. Each station will last 10':

- **Dancing:** students will try to follow the dancing video by themselves or the coach will guide a little. Check it [here](#)
- **Drawing:** students in pairs have to draw the portrait of each other at the same time. Ask them to focus on the details, eyes, nose, ears...Remain silence and concentrated.
- **Reading:** depends on the age of the students, the students can read by themselves or coach can read to the students. Also, student/s can take the role of the coach. **Annex 1.**
- **Yoga:** Coach will lead the yoga class, focus on breathing and body awareness. Parents can join! [Here](#) you have a video to inspire you.



### TIP BOX

Dancing, Reading, Yoga, drawing and any type of movement are also perfect to release anger and stress!!!!



The organization of this activity will depend on the age, number and level of the students. Ideas:

- Divide the class in 3 different groups and they can rotate, working by themselves and coach assisting if help is needed.
- All the group move together and do the activities at the same time. Coach can follow and guide the students easier.

## REVIEW

 5 MINUTES

- **How many different ways of release anger we practice?**

*The answer is 5 (include the warm-up game)*

- **How do you feel after the activities?**

- **Which activity did you like the most? Why?**

*(include the warm-up game!)*

- **Do you practice any of these activities at home/community? Why not?**

*Encourage them to put them in practice if they can!*

## HOMEWORK

 5 MINUTES

Make 2 groups and they have to prepare a warm-up game for next week!

# FEAR I

## LESSON PLAN 6



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 FEAR, STRESS, EVENTS, POSITIVE, NEGATIVE



10 BALLS OR TENNIS BALLS, CONES, A4 PAPER, 4 CUPS, CARDS AND PENCILS.



STUDENTS WILL BE ABLE TO IDENTIFY THOSE SITUATIONS THAT PROVOKES FEAR AND STRESS AND CLASSIFY INTO POSITIVE, TOLERABLE AND TOXIC

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 10 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

- **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)

- **How do you feel now?**

Use "the colour cones code"

- **How do you think you will feel after the training?**

Use "the colour cones code"

## REVIEW

All the team will present their homework activity or game to the other groups. Every group 5 minutes for present warm up game. Ask the following questions:

- **Do you enjoy it? Why?**
- **How do you feel when you organize the game?**
- **Which game do you like?**

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards and to introduce "FEAR" in it!

## INTRODUCE THE TOPIC

 10 MINUTES

Sharing Time! Introduce the topic "FEAR" by asking them quickly what makes them afraid. Coach also shares what makes him/her afraid.



- Sitting in a circle, every student writes down on the paper 2 things. One is true and the other one is a lie. The other students have to guess which one is a truth or a lie.

*Coach thinks of a funny punishment if the other players discover the truth!*

Especially with younger players, say by word instead of writing if they do not know how to write.

### THEN CLEARLY EXPLAIN THIS

**Fear** is a natural, powerful, and primitive human emotion. Fear tells us that something can be dangerous or can harm us. It is good and needed to feel fear to protect ourselves.

**Example:** don't feel fear about snakes because you have never seen a snake. With no fear you can get the snake to bite you.

## HOW DO YOU REACT?

 10 MINUTES

### ACTIVITY 1

- Coach explains how he reacts when he is afraid, for example when he sees a spider.
- The rest of the players imitate his/her action.
- Every player goes around (dribbling a ball?)
- Then the coach says "**afraid!**"
- All the players stop and coach asks one player "What makes you afraid?" and the player answers loud "**SPIDERS!**"
- Then immediately the coach asks loudly "**AND HOW DO YOU REACT WHEN YOU SEE A SPIDER?!!**"

*Then the player shows the reaction and the other players will copy him or her.*

## WHAT CAN MAKE YOU AFRAID? POSITIVE AND NEGATIVE EVENTS!

 20 MINUTES

Explain to the students that there are events that make us feel afraid/stress but some of them are positive and some are negative.

Example: Positive - your birthday party Negative – your parents have a fight

### ACTIVITY 2

- **Divide the students in 3-4 groups** and make pairs in the group.
- Set up the words **GOOD EVENTS** and **BAD EVENTS** on a board.
- Make post-it with positive and negative events and put in cups.
- Then one player runs to the cup and pick up one word and run back to his/her partner. They will discuss if the event is positive or negative and then go to post it onto the positive or negative list.
- After few rounds let the kids to check the other groups answers.
- Play another round in order to review their understanding and discuss after that about it.

*This activity you can use the ball dribbling and coordination as well. So, adapt your activity depending on the space and your players age group. (one ball each)*

## REVIEW

 5 MINUTES

Sit down with the students and review about the topic:

- **What did you learn today? Ask the students the different events in order to review.**
- **How do you feel now?**  
*Use "the colour cones code"*
- **Do you feel the same that you thought at the beginning?**

*Satanama? Yoga?*

## HOMEWORK

 5 MINUTES

Ask to the student to write down a little essay of one situation that happened in their past and makes them feel afraid or stress. They have to bring to the next class. For the little ones they have to

*Share piece of paper.*

# FEAR II

## LESSON PLAN 7



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 PROBLEM, AIM, SOLUTION, STRATEGY



12 BALLS OR TENNIS BALLS, CONES, A4 PAPER, 12 PENCILS. CARDS, 3 BIG PAPERS



STUDENTS WILL BE ABLE TO IDENTIFY DIFFERENT DAILY PROBLEMS AND THEIR POSITIVE AND NEGATIVE CONSEQUENCES. ALSO STUDENTS WILL BE INTRODUCED TO THE PROCESS ON HOW TO SOLVE A PROBLEM.

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 10 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

*Make sure you can see all the players and all the players can see you.*

- **How did you feel when you woke up this morning?**  
Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)
- **How do you feel now?**  
Use "the colour cones code"
- **How do you think you will feel after the training?**  
Use "the colour cones code"

## REVIEW

- **What feeling did we talk about last class?**
- **What type of events makes us feel like this?**  
Brainstorm and make sure they remember those "GOOD" and "BAD" events.

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards.

## INTRODUCE THE TOPIC

 20 MINUTES

- Make 2 groups and play Hot Seat.
- 1 player of each team comes up in front, facing back the board. These players cannot see what the coach will write on the board.
- The coach will write or show an event (e.g. see a snake) and the rest of the team have to act with no sounds or words for his/her mates to guess what the event is.
- The team who guesses it first gets one point and then both teams change the player in front.
- After every round the coach asks if it is a **"GOOD"** or a **"BAD"** event.

*Play few rounds.*

*If the coach doesn't have a board you can prepare the events in a A4 paper where players can read it or call one leader of the team, whisper and that leader tells the rest of the team and then they act!*

REMINDE CLEARLY after the activity

**Fear** is a natural, powerful, and primitive human emotion. Fear tells us that something can be dangerous or can harm us. It is good and needed to feel fear to protect ourselves.

**Example:** don't feel fear about snakes because you have never seen a snake. With no fear you can get the snake to bite you.

## THERE IS ALWAYS SOMETHING POSITIVE!

 20 MINUTES

### ACTIVITY 1

Explain before the activity that many daily "problems" or "situations" have also positive outcomes. For example, if your motorbike breaks you save money!

- Show the 3 pictures relate 3 topics (**Fail the exam, Arguing with friend, Father gets sick**) (**Annex 1**) and ask which are of their lives is about (**School, Friendship, Family**)
- Divide the students in 3 groups.
- Each group will get one of the pictures and 1 FULL set of cards.
- The players have to read the cards and pick the 6 cards related to their topic, then classify these 6 cards into positive or negative outcomes.

*For example: Topic "My father is sick" - Positive "I will learn how to cook" - Negative "Reduce income"*

- After the players got their answers in the group, the game starts!
- Play a relay game where one by one have to go and stick their answers in the right category.
- When the game is finish let the students to walk around and check their mates answers.
- Discuss about the answers and ask them for more positive outcomes.

*This activity you can use the ball dribbling and coordination. Activity depending on the space and your player's age group.*

## INTRODUCTION OF PROBLEM SOLVING: HOW CAN I SOLVE THIS PROBLEM?

 10 MINUTES

### ACTIVITY 2

The coach will introduce 4 stages

1. Problem
2. Aim
3. Solutions
4. Strategy

- Make a circle and choose one action for each stage (e.g. "Problem" – Pull your hair, "Aim" – Look up the sky smiling and pointing, "Solutions" – Smile and put a hand on top of your head as an idea, "Strategy" – hold your chin and show a thoughtful face).
- Make a game using these word actions. (Hot Seat,
- Follow the Leader, The U-Shape...Use your creativity!!!!

## REVIEW

 5 MINUTES

Sit down with the students and review about the topic:

- **What did you learn today?**  
Ask the students to name the different ways of release your anger.
- **How do you feel now?**  
Use "the colour cones code"
- **Do you feel the same that you thought at the beginning? Why?**

*Satanama? Yoga?*

REMEMBER...

to write down in the emotional cards.

## HOMework

 5 MINUTES

Ask to the student to write down 3 problems, one of each topic (School, Friends and Family) and bring to the next class.

For younger students they can draw picture of their problems.



# FEAR III

## LESSON PLAN 8



 1 HOUR

 8-10 STUDENTS, ALL GROUPS

 SOLVING PROBLEM, AIM, SOLUTIONS, STRATEGY.



12 BALLS OR TENNIS BALLS, PENS, COPIES OF THE PICTURES, COPIES OF THE TEMPLATES



STUDENTS WILL BE ABLE TO PRACTICE THE DIFFERENT STEPS OF PROBLEM SOLVING

## WARM UP, REVIEW AND INTRODUCTION OF THE TOPIC

 10 MINUTES

You can create a warm-up game in order to find out the information and make it more dynamic, especially for little kids. For older students sitting down in a circle can be appropriate.

Make sure you can see all the players and all the players can see you.

- **How did you feel when you woke up this morning?**

Use "the colour cones code" (yellow=happy, blue=sad, white=normal, red=angry)

- **How do you feel now?**

Use "the colour cones code"

- **How do you think you will feel after the training?**

Use "the colour cones code"

## REVIEW

- Review the vocabulary about the 4 stages of problem solving.
- The coach can think of a game in order to review this vocabulary

Suggestion of the week

You can write down your warm-up activity here

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REMEMBER...

to write down in the emotional cards and to review the problem solving

**INTRODUCE THE TOPIC**

**Fear** is a natural, powerful, and primitive human emotion. Fear tells us that something can be dangerous or can harm us. It is good and needed to feel fear to protect ourselves. Sometimes fear makes us feel stress and work on these fears makes us improve ourselves.

**Example:** you fear in front of the audience to do something so that make a problem to lose your opportunity.



**TIP BOX**

Especially with younger players, give different examples to help them to understand or think of those situations.

**I HAVE A PROBLEM! LET'S SOLVE IT!**

 **15 MINUTES**

- The coach sets up the picture around the place. The pictures are mixed and about places and people. (**Annex 1**)
- Every player has a ball or a tennis ball.
- Every player runs around singing "What is our problem? What is our problem?" and then the coach shouts "Stop!" and tell one of the problems from the list.

Broken bicycle	I am sick	Difficult homework
Lose money	I am hungry	I feel lonely
I am late to school	I had an argument with my...	

- The players will run and find the picture that they think can solve the problem.
- The coach can ask a player "why you chose that?" but don't stop the game too long.
- Play several rounds.
- At the end of the activity sit down and discuss with their answers. The coach can also use the following questions
  - **Did you get any problem like this in your daily life?**
  - **How did you overcome that situation?**

*This activity you can use the ball dribbling and coordination. Activity depending on the space and your player's age group.*

## I AM A PROBLEM FIXER!

 25 MINUTES

Most of the students spend most of the time at the school and at home. We will focus on these 2 areas and identify different problems or "situations". The coach can change the word "problem" for "situation to fixed"

### INTRODUCTION

- Review the stages of solving problem and explain that you will share some papers with problems and some papers with aims. (**Annex 2**)
- The players will go around the class and have to ask each other in order to match their paper with the others mate paper.

Example: One player has "My bicycle is broken" and another player has "I want to fix my bicycle"

- The players will sit down in pairs with their matches and the coach will give them the template with the stages of problem solving. (**Annex 3**)
1. Problem
  2. Aim
  3. Solutions
  4. Strategy
    - **Step 1:** the players will fill the blanks the left column with the words above.
    - **Step 2:** the players will write the problem.
    - **Step 3:** the players will write the aim.
    - **Step 4:** the players have to think of 2-3 different solutions to reach their aim and write down on the paper.
    - **Step 5:** put these 2-3 different solutions in the best order.

**After every pair finish their paper, ask them to share with their mates. They can look and discuss each other.**

Then the coach will collect the papers and ask the players to share about their answers.

## REVIEW

 5 MINUTES

Sit down with the students and review about the topic:

- **What did you learn today?**  
*Ask the students to name the different ways of release your anger.*
- **How do you feel now?**  
*Use "the colour cones code"*
- **Do you feel the same that you thought at the beginning? Why?**

## HOMEWORK

 5 MINUTES

Share a template and ask to the student to do by themselves, selecting a problem and work on the solving problem list. For little group: give 3 pictures of the problem and they will draw aim of the problem.

**Hungry, boring to do homework, can't play outside**