

WP6. Testing Phase

PRE-TEST DIAGNOSIS of pedagogical model and toolkit AND PROGRAM FLOW

These questionnaires are meant to be a previous step into the planning of your testing phase of the LIKE Manual and Toolkit for teachers.

Before the teacher jumps into the testing of the manual and its activities we recommend to carefully read and fulfil these questions to better plan and further develop the testing of the Manual.

The structure of the testing and the steps we invite you to take are as follows:

- 1. Go first into the diagnosis of the class based on teachers' observation – Do questionnaire PART A)*
- 2. Then go to Development and implementation of the programme of the pilot according to the classroom needs – Questionnaire PART B)*
- 3. Last but not least, go to the Evaluation Package for the post testing survey.*

1. Diagnosis of the class based on teachers' observation – PART A)

1. Teacher testing the model: (please click on boxes to activate status)

1.1. Name:	<input checked="" type="checkbox"/> Ms <input type="checkbox"/> Mr _____ Wioletta Plich-Patora _____
1.2. Experiences in teaching:	<input type="checkbox"/> ≤2 <input type="checkbox"/> 2 < -5 <input type="checkbox"/> 5 < -10 <input checked="" type="checkbox"/> 10 < -20 <input type="checkbox"/> 20 <

2. Pupils profile & background (please click on boxes to activate status)

2.1. Name of school at which pilot classes were implemented:	Primary School of King Stefan Batory in Szczawin
2.2. How would you score the level of commitment of your pupils towards the learning process?	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very low Comments (if any):
2.3. Approx. number of pupils at the classroom (total)	Male: 13 Female: 7
2.4. Are there pupils with learning difficulties in the classroom?	Yes: <input checked="" type="checkbox"/> No: _____
2.5. Are there pupils with fewer opportunities?	Yes: <input checked="" type="checkbox"/> No: _____
2.6. If the answer to the previous question is yes, what kind of problems/challenges are those pupils with fewer opportunities facing?	<input checked="" type="checkbox"/> Economical <input type="checkbox"/> Geographical <input checked="" type="checkbox"/> Educational <input type="checkbox"/> Cultural <input checked="" type="checkbox"/> Other: Because of the health
2.7. How would you rate the level of early school leaving in the classroom?	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> Very low Comments (if any):
2.8. For general comments or additional information of relevance please use space below:	

Development and implementation of the programme of the pilot according to the classroom needs – PART B)

Contents and program elements I plan to use from the LIKE Manual for teachers in classes II b in the school year 2018/2019 and III b in school year 2019/2020. (Additional also in class I b)

TIME AND FREQUENCY	DATE	CHAPTER OF LIKE MANUAL	NAME OF THE ACTIVITY	LEARNING GOAL/S	FEEDBACK / COMMENTS
According to group needs	17 09 2019 IIIB; 08 11 2019 IB	Development of rest and relaxation skills	My favourite flower	1. Learning methods and techniques of relaxation; 2. Developing relaxation and rest skills; 3. Developing self-awareness of one's own emotions and feelings (emotional intelligence); 4. Acquiring new skills in coping with stress	The groups liked the exercise.
1 meeting	26 11 2019 IIIB; 15 11 2019 IB	Dealing with stress	Balloons of anger	1. Understanding what anger is and will know how to express it properly; 2. Students will be able to identify anger signals felt in the body	<ul style="list-style-type: none"> I bought balloons for every child. In the story, I used two, one tied up, which I pierced specially during the story and the other without tiding up, which I gave to the children sitting in a circle. It was funny, because it ran away every time 😊
1 meeting	6 12 2019r IB 10 12 2019 IIIB	Coping with stress Changing the way of	Mindfulness	1. Getting to know the tool by which students will be more	Super classes.

		thinking, changing beliefs Emotional intelligence, empathy Interpersonal communication Personal culture		aware of themselves and the world; 2. Developing internal and external awareness; 3. Students recognize their thoughts as "just thoughts"; 4. Understanding how emotions manifest in the body; 5. Increased control over your internal impulses	In class III I did an exercise without a bear. The children were sitting in benches, because on the carpet they could interfere (small carpet) I used a gong bowl and a pestle. In the exercise with flavours I gave safe corn crisps and chocolate. The children followed the instructions in the exercises. One student disturbed (autism) but others ignored him.
1 meeting	17 09 2019 IIIB	Interpersonal communication	Secret of Aunt Clara	1. Pupils learn polite expressions; 2. Students will learn why courtesy is important in life and in what situations to use them	Good, but as an addition and not whole learning.
1 meeting	9 05 2019 IVB; IIIB: 29 10 2019; 5 11 2019; 12 11 2019; 13 12 2019 IB	Creativity Entrepreneurship Interpersonal communication Cooperation	Desert Island	Thanks to the exercise, students: 1. develop the ability to cooperate in a group; 2. develop the skill of interpersonal communication; 3. develop the ability to think creatively and creativity (sharing ideas, choosing the best ideas and implementing them); 4. develop the skill of entrepreneurship; 5. integrate into the group.	Activities in class III lasted very long. There were a lot of emotions with the group being drawn, the children arguing, they were unable to cooperate, convince others to be right. It cost me a lot of emotion and in cooperation with two more teachers to control the atmosphere in groups. Finally, the students listened to their presentations with interest. This exercise should be carried out in one workshop, and as in my case, things were destroyed during hiding, not everyone was present again and the groups could not get along.
1 meeting	IB -09 2019 IIIB- 7 01 2020r	Changing the way of thinking, changing beliefs Emotional intelli-	Therapeutic fairy tale	Thanks to the exercise, students: 1. strengthen their skills, including cooperation, interper-	Exercise at the end of the project. After reading the story I've changed the ending of activity - I bought fluffy little balls and I had cups, there can also be small bags (like for

		<p>gence, empathy Conflict management Interpersonal communication Cooperation Personal culture</p>		<p>sonal communication, conflict management; 2. pay attention to the aspect of personal culture in relations with other people; 3. learn about various aspects of conflict situations - the importance of interpersonal communication in conflicts; 4. reflect on the importance of emotions in human life</p>	<p>jewellery). I distributed five fluffy balls to the children and told them that this time they had time to tell others something nice and then they could give their fluffy to a friend's cup. At the end I asked how they felt when they gave and how when they received. I gave everyone two balls for a pencil case to remind them that it is better to give Warm and fluffy than cold and spiky☺</p>
1 meeting	IIIB 12 11 2019	Emotional intelligence, empathy	Fairy tale about feelings	<p>Thanks to the exercise, students: 1. strengthen their skills, including in the field of cooperation, interpersonal communication, conflict management; 2. pay attention to the aspect of personal culture in relations with other people; 3. learn about different aspects of conflict situations - the meaning of interpersonal communication in conflicts; 4. reflect on the importance of emotions in human life</p>	Addition to the classes.
1 meeting	30 04 2019 (socio-therapy classes) 2 12 2019 IIIB, 29 11 2019 r IB	Interpersonal communication	Snakes and ladders for knowing each other	1. Interpersonal communication - social skills	<p>The students enjoyed the game very much. I had to plan the division into groups well, so that the children would not argue, who should be in the group with whom. I bought candies in five colours (I didn't let them eat them and gave out the cards with group numbers e.g. 1 green; 2 red; 3 yellow, 4 orange, 5 purple). I said that candy is a game pawn and I asked if</p>

					<p>they can already play within their team? No - they have one colour of pawns.</p> <p>So they had to mix so that each group had all colours and numbers 1-5. After such castling they could start playing. At the end of the game, of course, groups could eat their game pawns.</p> <ul style="list-style-type: none"> Children were asking if there must be enough points to finish the game or if they could throw more. This should be included in the instructions.
1 meeting	1 10 2019 IIIB	<p>Changing the way of thinking, changing beliefs</p> <p>Emotional intelligence, empathy</p> <p>Conflict management</p> <p>Personal culture</p>	Thermometer of feelings	<p>Thanks to the exercise, students:</p> <ol style="list-style-type: none"> develop emotional awareness - develop the ability to recognize and name emotions; develop the ability to pay attention to emotions in various situations, e.g. in conflict situations (they will pay attention to what accumulation of negative emotions can lead to); develop the need to express emotions and talk about their causes; change the way you think about expressing emotions 	<p>+ Blanco Brown welcome dance "The git up" - the children repeat the movements of the song, the password change first pair goes to the end of the series, the song lasts until each pair can be a leading pair for a moment.</p> <p>Aids used in addition - the puzzle "emotions" - discussing with children that there are no bad emotions, only the way of expression may be incorrect.</p> <p>"WRATH" IS NECESSARY, THAT DOESN'T LEAD ANYTHING, it is not constructive.</p>
1 meeting	IIIB: 24 09 2019 1 10 2019	<p>Coping with stress</p> <p>Emotional intelligence, empathy</p>	Where is the stress?	<p>Thanks to the exercise, students:</p> <ol style="list-style-type: none"> will be able to define stress; they will know where stress can be located in the human body; 	

				3. learn how to deal with stress	
spontaneously At the end of a few classes	7 01 2020r IIIB		Good morning, Captain!	<ol style="list-style-type: none"> 1. Creating a positive atmosphere of acceptance and tolerance among students in the classroom; 2. Help students get to know each other better; 3. Develop effective listening skills; 4. Reducing stress levels and having fun at the end of the class 	Very good game at the end of the class. Children love it 😊 Especially the cheers 😊

