



## LESSON 4

### OBJECTIVES:

Developing self-presentation skills, the ability to notice the merits and individual peculiarities of others, teaching how to give and receive compliments, getting acquainted with the rules of accepted home behavior

### LIST OF TASKS:

- **Mini-lecture** — "**Compliments**"; *required equipment*: paper-easel and marker - for facilitation
- **Group game** — "**I Like... in You**"; *purpose*: to warm up the group, develop the ability to notice the attributes of others and to receive compliments
- **Group game** — "**Braggart**"; *purpose*: to develop the skills of performing in a group and public self-presentation
- **Group game** — "**Rules of Conduct at Home**"; *purpose*: to introduce the rules of accepted home behavior; *required equipment*: Attachment 4.1 - for each child
- **Individual task** — "**Rules of Conduct at Home**"; *purpose*: to improve the skills of accepted home behavior; *required equipment*: Attachment 4.2, scissors and glue - for each child
- **Group game** — "**Reconnoiters**"; *purpose*: to expand observation skills, attention to details and quick reaction; *required equipment*: finely cut paper with the names of participants
- Personal folders for each child

*Note 1*: The descriptions of the tasks are general guidelines, keeping in mind that personal input and creativity are very much part of the program.

*Note 2*: The context of each paragraph is teacher speaking and engaging children.

*Note 3*: "... " indicates children have performed the task.





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### MINI-LECTURE — "COMPLIMENTS"

**Teacher:** Hello, everyone! Let's sit and form a circle. I'm glad to see you. You all look very good today. Tell me, can my words be referred to as a greeting?  
(Children answer).

**Teacher:** And what else might my words be referred to as?  
(Children answer).

**Teacher:** That's right, they may be referred to as a compliment, which includes kind and pleasant words, praise or approval. Compliments play an important role in our daily lives, show our positive attitude towards others and demonstrate the fact that we choose to see goodness in them. Compliments should always be given and received properly. Complimenting is an excellent way to create a favorable atmosphere for communication. In your opinion, what are some of the rules of giving and receiving compliments?  
(Children answer, teacher writes down on paper-easel — Be sincere, Address others by their name, Maintain eye contact, Smile and say "Thank you".)

### GROUP GAME — "I LIKE... IN YOU"

**Teacher:** Let's try the following. I would like each participant to look in the eyes of your neighbor on your right, smile and say a phrase that begins with their name followed with a compliment, for example, "Hello, Anne, I like your shoes". The one who receives the compliment, should look into your eyes, smile and respond "Thank you!" followed with a compliment to their neighbor.  
(Children perform the task).

**Teacher:** Did you enjoy receiving compliments?  
(Children answer).





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### GROUP GAME — "BRAGGART"

**Teacher:** Well done! Now, let's try to give a compliment to ourselves, which is actually more difficult than complimenting others. I am going to give each of you the opportunity to boast about yourselves openly, in front of the entire group. Don't worry about being ridiculed or misunderstood.  
(Teacher places chairs that create a stage).

**Teacher:** In turn, each of you will sit down in front of the other participants and for one minute will talk about yourself in a positive manner: the talk can include your personal traits, hobbies, habits, maybe even your drawbacks but only in a positive way and so on. At the end of this self-presentation, other participants in turn will give feedback repeating what the speaker said and starting with the phrase: "Yes, indeed, you are..., you have..." or "Thank you for sharing the fact that you...", At the end of each presentation we will applaud.  
(Children perform the task).

### GROUP GAME — "RULES OF CONDUCT AT HOME"



**Teacher:** You did a great job! Now, let's sit at the table. I have a question for you. Who knows what etiquette is?... (Rules of human behavior while being among other people). And what is the name of the person who follows the rules of etiquette?... (A cultured, well-mannered, educated person). Let's remind each other of how a well-mannered person behaves at home. Please look at these pictures.  
(Teacher hands out Attachment 4.1 for each child).

Attachment 4.1

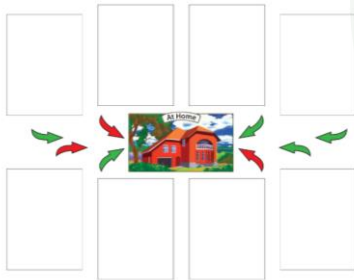


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**Teacher:** Let's look at the pictures and think about the rules of behavior at home.

(Children in the group discuss each picture in turn – Keep the house in order and make it comfortable, keep it clean, leave dirty shoes in the hallway. Everyone should have their duties at home, in order to maintain cleanliness, for example, take out the trash, clean the apartment, do the dishes and so on. It doesn't matter how hungry you are, you don't eat on the floor or hastily, the table should be neatly and cleanly set. We should take care of our pets and the ones who need our help, even flowers. When you meet someone, say "Hello" and remember to say "Good-Bye" when they are leaving, always greet your loved ones with joy and a smile. Behave quietly and don't play noisy games if someone is resting. Don't scatter your stuff, everything should be in tidy and in the right place. Take care of your loved ones, especially the kids and elderly people).

### INDIVIDUAL TASK — "RULES OF CONDUCT AT HOME"



Attachment 4.2

**Teacher:** And now, cut your sheets along the lines so that each of you will have eight small pictures. Correctly paste these pictures on the large map. (Teacher hands out Attachment 4.2 for each child).

**Teacher:** Where the characters are behaving correctly, paste the picture next to the green arrow and in the case of incorrect behavior paste it next to the red arrow.

(Children perform the task).





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### GROUP GAME — "RECONNOITERS"

**Teacher:** You have done a great job. Let's return to a circle where we will complete our final task. From the bag I would like everyone to take a tag which has the name of a person in our group.

(In advance teacher prepares small tags with the names of participants and puts them in the bag).

Teacher Now, we will play the role of reconnoiters — your task is without saying the name of the person on your tag, describe them — their character traits, manners, personal features and so on. It is necessary to avoid describing external features, such as height, weight, hair color and eyes. When you describe the person, try not to look at them. This person shouldn't know that you are describing them. The other participants should guess who the person is.

(Children perform the task).

**Teacher:** Great! Now, let's collect paper, scissors and glue, arrange the chairs so that the room is clean and tidy. Say "Good-bye" to each other and smile. Have a great week!

(Teacher collects the completed tasks, signing them on the reverse side, and puts them in the child's personal folder).