

# Annexes

**Lesson plan Annexes within the framework of the Positive Discipline in European Schools ERASMUS+ project 2023-1-HU01-KA220-SCH-000156486**

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# Annex nº1 I THINK/WRITE/PAIR/SHARE (TWPS)

Source: *Teaching strategies vs LifeComp competences*

Sala, A., Herrero Rámila, C., *LifeComp into Action: Teaching life skills in the classroom and beyond*, EUR 31141 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-54525-5, doi:10.2760/201230, JRC130003 **page 60**

## OVERVIEW

*The educator launches a question on a given academic topic.*

*Learners will think individually (think), write down their answer (write), find a partner (pair) and discuss their response with the partner (share).*

**RESOURCES** *An open-ended question.*

## PREPARATION OF THE ACTIVITY

*The educator:*

- 1. explains the activity and its objectives: having all learners think about the academic topic and explain their ideas to peers; improve learners' comprehension of the subject as well as their communication skills;*
- 2. assigns a pair to each learner so that the activity can start as soon as the question is launched;*
- 3. identify a person "A" and a person "B" in each pair, and explain that upon a signal, they will have to switch roles to ensure equal participation (i.e. person "A" speaks" while person "B" listens and vice-versa).*

## IMPLEMENTATION OF THE ACTIVITY

*The educator:*

- 1. launches the question;*
- 2. gives students 2-5 minutes to individually think and write down an answer;*
- 3. asks learners to pair and share their answers;*
- 4. gives 10 minutes for the pairs to discuss. After the first 5 minutes, the educator can use the attention signal to have the pairs switch their roles;*
- 5. while the pairs are discussing, will circulate to help learners focus on the task and listen to learners' discussion.*

## Annex nº4 | FEELINGS LIST POSTER

expanded

amazed

cheerful

content

curios  
delighted  
enthusiastic  
exited

grateful  
happy  
hopeful  
interested

joyful  
relieved  
rested  
satisfied

surprised

touched

contracted

afraid



anxious  
apprehensi  
ve  
concerned

confused  
desperate  
disappointe  
d fearful

helpless  
hesitant  
hopeless  
lonely

pained sad

sorrowful

tense

worried sad

sorrowful

tense

worried

## Annex nº8 | LEARNING FROM MISTAKES

### Teacher's worksheet

#### The Karate Girl Ana

Ana is a girl who loves karate. She practices karate and constantly repeats her moves around the house. She trains more with her hands and is a bit lazy about adjusting her feet into the proper position. She dreams of becoming a world champion. This week, she will participate in a competition for the first time and is very excited about it. She wants to win a gold medal and be better than her friend Simon, who will also compete. Ana is a bit out of shape these days because she has been sick and hasn't been training regularly, but she still believes she will win.

The day of the competition arrived. Everything was new and unfamiliar to her. She was the first to perform, was very focused, and completed the routine safely, defeating her first opponent. "Great," she said to herself, "That wasn't hard—I'll definitely win." She defeated her second opponent as well but was already starting to get tired. Her legs began to hurt, and she couldn't move properly. When she competed with her third opponent, she made a few mistakes with her footwork but still won. In the final match, her legs hurt badly, and she lost. She took second place, and everyone congratulated her, but she was very disappointed and sad. She didn't want to talk to anyone, least of all Simon, who won the gold medal. It was very hard for her, and she didn't know what to do.

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### Student worksheet

#### Three continuations of the story about the karate girl Ana

##### Scenario 1

Ana immediately went home, didn't talk to anyone, and cried for a long time. She was disappointed in herself and thought she wasn't "good enough" to be a karate fighter. Then, she decided never to compete again because she was afraid of losing once more. She even decided to quit karate training altogether. She couldn't forgive herself for the mistakes she made and thought that if she showed up at training, everyone would laugh at her—especially Simon.

##### Scenario 2

Ana decided not to be sad and not to show others that she was struggling. She started saying that she didn't care about what success she achieved and that she was bored. She claimed she had tried too hard during the competition and that's why she made mistakes. She even said that she knew karate very well and could beat anyone she wanted, but that today she just didn't feel like winning. After saying it so many times, Ana even started to believe it herself and thought there was no need to train so often since she was already so good.

**Scenario 3**

Ana was confused by the new feeling that overwhelmed her. Until now, she had never known defeat—everything came easily to her, and she never made mistakes. She was always the best. She decided to talk about it with her parents and friends. Her parents told her that even though they were adults, they still made mistakes—sometimes even in things that meant a lot to them, like raising their children. Ana felt a little better hearing that everyone makes mistakes sometimes. She went over her performance at the competition in her mind once more and realized that her mistakes were with her footwork. Luckily, those mistakes could be corrected. Ana decided to keep going to training and practice her leg movements and even asked Simon to show her the best way to do it. She wanted to become a world champion again, but now she also knew *how* to achieve it.

## Annex nº13 | COMMUNICATION - ACTIVE LISTENING

**Activity Name: "Active Listening Practice"**

**Listening Scenarios (If they don't come up with sufficient ones)**

1. **Scenario:** "Your friend is telling you about a difficult time they had during a test."
  - The speaker describes feeling stressed and anxious while taking the test and expresses disappointment with the result.
2. **Scenario:** "A classmate is talking about how excited they are for their birthday party."
  - The speaker shares details about their party plans, guests, and the games they want to play.
3. **Scenario:** "Your sibling is upset because they lost their favorite toy."
  - The speaker talks about how much the toy meant to them and their frustration about not being able to find it.
4. **Scenario:** "Your teacher is explaining the instructions for a group project."
  - The speaker goes over the project goals, deadlines, and how students should collaborate in their teams.
5. **Scenario:** "Your friend is explaining why they couldn't meet you after school as promised."
  - The speaker apologizes and explains they had a family emergency that prevented them from coming.
6. **Scenario:** "A classmate is talking about their fear of performing in the school talent show."
  - The speaker explains feeling nervous about performing in front of people and worries about making mistakes.
7. **Scenario:** "Your teammate is sharing how frustrated they are about losing the last soccer game."
  - The speaker expresses disappointment and frustration, explaining that they feel they let the team down.
8. **Scenario:** "Your parent is asking you about your homework."



- The speaker is asking detailed questions about how your school day went, if homework was difficult, and if any help is needed.

### Active Listening Skills Checklist

1. **Making Eye Contact:** Did you look at the speaker while they were talking?
2. **Nodding or Showing Understanding:** Did you nod or respond to show that you were listening?
3. **Not Interrupting:** Did you let the speaker finish their thoughts before responding?
4. **Asking Questions:** Did you ask questions to clarify or show interest in what the speaker was saying?
5. **Paraphrasing:** Did you restate part of what the speaker said to show understanding (e.g., “So you’re feeling worried about the test?”)?
6. **Body Language:** Did you face the speaker and show interest with your posture (e.g., leaning forward)?
7. **Empathy:** Did you show that you understood how the speaker was feeling (e.g., “That must have been really hard for you.”)?
8. **Focusing on the Speaker:** Were you fully focused on the speaker, without being distracted by other things (e.g., no looking at your phone or talking to others)?
9. **Providing Encouragement:** Did you encourage the speaker by saying things like “I understand,” “Go on,” or “I’m listening”?
10. **Giving Appropriate Responses:** Did you respond thoughtfully and respectfully after the speaker finished talking?

### Activity Instructions

1. **Introduce Active Listening Skills:** Explain the checklist items, highlighting the importance of paying attention and showing understanding while listening.
2. **Practice:** Pair students and provide them with a listening scenario. One student will act as the speaker, and the other will practice active listening using the checklist. After a few minutes, they will switch roles.
3. **Evaluation:** After each round, students will review the checklist together to see which active listening skills were used successfully and discuss how they could improve.

## Annex n°15 | RESPECTING DIFFERENCES AND MUTUAL RESPECT

**Activity Name: "Respect Scenarios"**

### **Respect Scenario Cards**

**1. Scenario: "Group Assignment Disagreement"**

- Your group is working on a project, and two students have different ideas about how to present the information. How can you make sure everyone's opinion is heard and respected while making a final decision?

**2. Scenario: "Sharing Classroom Materials"**

- During an art activity, there aren't enough paintbrushes for everyone. How can you ensure that everyone gets a chance to use the materials while showing respect for others who are waiting?

**3. Scenario: "Listening to a Classmate"**

- A classmate is sharing their opinion about a topic during a discussion, but some students disagree. How can the class make sure to listen and respect their point of view, even if not everyone agrees?

**4. Scenario: "Taking Turns in a Game"**

- During recess, some students want to join a game that's already in progress. The game has limited spots, but everyone wants to play. How can you make sure that the new students feel included, while respecting the original players' desire to finish their game?

**5. Scenario: "Classroom Clean-Up"**

- The teacher asks the class to clean up at the end of the day, but some students are doing more work than others. How can the class ensure that everyone contributes equally to the clean-up process while respecting each other's efforts?

**6. Scenario: "Helping a Struggling Classmate"**

- One of your classmates is having trouble understanding a math problem, and some students are getting frustrated with how long it's taking. How can the class show respect and patience while helping their classmate?

**7. Scenario: "Respecting Cultural Differences"**

- During a class presentation about different cultures, a student shares something from their background that is new to most of the class. How can everyone in the class show respect and curiosity rather than making fun of or dismissing the student's experience?

**8. Scenario: "Working with a New Classmate"**

- A new student joins your class and is assigned to your group for a science project. They are shy and nervous about contributing. How can you show respect by including them and making them feel comfortable sharing their ideas?

**9. Scenario: "Dealing with Interruptions"**

- During a group discussion, one student keeps interrupting others while they're speaking. How can you respectfully remind them of the importance of listening and waiting for their turn to talk?

**10. Scenario: "Personal Space"**

- A classmate often stands very close to you or touches your belongings without asking. How can you respectfully explain the importance of personal space while maintaining a positive relationship?

# Annex n°16 | UNDERSTAND THAT WE ARE DIFFERENT

## WORKSHEET 1: BASIC NEEDS CHECK-IN

#	Statement	Linked Need
1	"I could go a whole day without drinking water."	Survival (water)
2	"I never feel scared."	Security
3	"Sleep isn't that important."	Rest
4	"Hospitals are unnecessary."	Medical care
5	"Compliments embarrass me; I'd rather not get any."	Recognition
6	"It matters to me that someone cares about me."	Love & belonging
7	"I like showing affection to others."	Love & belonging
8	"Food is optional for people."	Survival (food)
9	"Playing and relaxing is a waste of time."	Recreation

**WORKSHEET 2: DIFFERENT & SHARED NEEDS**

**Read each aloud; learners stand if they agree.**

1. Babies need to sleep more hours than teenagers.
2. Some athletes eat larger meals than office workers.
3. People using crutches may need more time to move between classes.
4. Some readers need large-print books while others do not.
5. Some families avoid certain foods because of their beliefs.
6. Grown-ups are never scared.
7. Toddlers grow more quickly than grandparents.
8. Someone with the flu needs more rest than someone who feels healthy.
9. Some people roll in wheelchairs while others walk.
10. Everyone belongs to the same faith community.
11. Grandparents enjoy feeling loved just as much as kids do.
12. Adults appreciate a high-five or “well done” just like children do.

## Annex n°17 | EXPERIENCE COOPERATION - "THE SPACE STATION"

### Activity Name: "The Space Station"

**Student sheet:** Choose the equipment you need to survive on the space station

You are a crew member on a space station. A major breakdown has just occurred. Together, you must choose 3 essential pieces of equipment to ensure your survival and that of the crew.

**Discuss** with your group, listen to each other's ideas and try to agree. Explain your choices.

#### List of available equipment:

Spacesuit

Portable oxygen supply

Repair tools

On-board computer

Dehydrated food

Communication radio

First-aid kit

Survival manual

Flashlight

Water filter

**1. Which 3 items of equipment would you choose?**

**2. Why these choices?**

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## Annex n°18 | FIND YOUR MATCH

<https://eslvault.com/things-that-go-together-cards/>

Spoon	/	Fork	Lock	/	Key
Sun	/	Moon	Bed	/	Blanket
Socks	/	Shoes	Glove	/	Hand
Toothbrush	/	Toothpaste	Chair	/	Table
Pen	/	Paper	Laptop	/	Charger
Knife	/	Cutting	Board	Bread / Butter	









## Annex n°20 | OPPORTUNITIES TO LEARN - FAMOUS MISTAKES

### Activity Name: "Famous Mistakes"

#### 1. The discovery of penicillin (1928)

Error: badly cleaned laboratory

Discovery: Alexander Fleming left Petri dishes with cultures of staphylococci, and on returning from holiday noticed that a fungus (*Penicillium notatum*) had killed the bacteria around him.

The result: the discovery of the first antibiotic, penicillin, saving millions of lives.

#### 2. The discovery of static electricity (Volta Effect)

Error: Wrong connection in an experiment with frogs

Discovery: Luigi Galvani observed that frog legs contracted on contact with two different metals.

Consequence: Alessandro Volta came up with the idea of the electric battery, founding electrochemistry.

#### 3. The discovery of DNA in helical form (1953)

Error: Misuse or "theft" of an image

Discovery: The famous "Photo 51" taken by Rosalind Franklin was shown without her permission to Watson and Crick, who immediately understood the double helix structure.

Consequence: The correct model of DNA, the cornerstone of modern biology.

#### 4. Nitroglycerine & dynamite (19th century)

Error: Dangerous instability of the compound

Discovery: Alfred Nobel lost his brother in a nitroglycerine explosion. While trying to stabilise the substance, he discovered that mixing it with a siliceous earth (kieselguhr) made it easy to handle.

Consequence: invention of dynamite - and ironically, Nobel used his fortune to create the Peace Prize.

5. **The discovery of the purple dye** (1856)

Error: Attempt to synthesise quinine

Discovery: William Perkin obtained a purple residue while trying to produce a medicine against malaria.

Consequence: Invention of the modern synthetic dye, revolutionising the textile industry.

6. **The microwave** (1945)

Error: An engineer noticed that a bar of chocolate was melting in his pocket

Discovery: Percy Spencer was working with radar when he noticed this unexpected effect.

Consequence: Invention of the microwave oven.

7. **Teflon** (1938)

Error: A gas does not polymerise as expected

Discovery: Roy Plunkett realised that the gas used for a refrigerant had turned into a very slippery white powder.

Consequence: Birth of Teflon, used in non-stick coatings.

## Annex n°21| OPPORTUNITIES TO LEARN - SUPERPOWERS

### Superpowers cards (to be improved)

☐ **Perseverance** **Power**  
**Effect:** You keep going, even when things get hard.  
☐ *"I don't give up — I grow stronger every time!"*

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☐ **Creativity** **Spark**  
**Effect:** You find new ways to solve problems.  
☐ *"Mistakes help me think outside the box!"*

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☐ **Bravery** **Boost**  
**Effect:** You try again, even when you're scared of failing.  
☐ *"Being wrong doesn't scare me — I learn from it!"*

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☐ **Curiosity** **Beam**  
**Effect:** You ask more questions and learn more deeply.  
☐ *"Hmm... I wonder why that happened?"*

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☐ **Kindness** **Shield**  
**Effect:** You treat others kindly when they make mistakes.  
☐ *"Everyone makes mistakes. It's okay!"*

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☐ **Reflection** **Lens**  
**Effect:** You stop and think about what went wrong — and what to do next.

☐ *“Every mistake is a message!”*

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☐ **Humor** **Flash**  
**Effect:** You can laugh at little mistakes and move on.

☐ *“Oops! That was funny. Let’s try again!”*

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☐ **Patience** **Pulse**  
**Effect:** You stay calm when learning takes time.

☐ *“Learning is a journey, not a race.”*

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### ☐ **How to use:**

- Distribute randomly to students or let them choose one that matches a mistake they made.
- Let them decorate their "superpower" and write an example of when they used it.
- Display them as badges, posters, or in a “Wall of Learning Heroes”.

## Annex n°22 | MISTAKES BINGO

**Preparation:** Before the lesson, create Bingo cards with a 5x5 grid. Each square should contain a different type of mistake or learning experience:

1. Answered a question wrong in class
2. Lost something important
3. Didn't follow instructions properly
4. Got distracted during homework
5. Misspelled a word
6. Forgot to bring materials to class
7. Misinterpreted someone's feelings
8. Rushed through a project
9. Didn't ask for help when needed
10. Was late for school or an event
11. Skipped reading directions
12. Overreacted to a small problem
13. Misread a question on a test
14. Misjudged how long a task would take
15. Forgot to apologize when needed
16. Left an assignment incomplete
17. Ignored advice from a friend/teacher
18. Lost track of time
19. Misplaced homework
20. Procrastinated on a project
21. Didn't listen carefully to instructions
22. Assumed something without asking
23. Accidentally copied something wrong
24. Argued without understanding the other person's point
25. Forgot to turn in homework
26. Forgot to study for a test
27. Accidentally hurt someone's feelings
28. Missed a deadline
29. Tried something new and failed
30. Didn't understand a concept in class

**Museum of Failure**

<https://museumoffailure.com/>

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## Annex n°24 | ENCOURAGEMENT

### Worksheet for Students: STORIES OF EFFORT & GROWTH

Story	Questions to Discuss
<p><b>Mateo's Missed Practice</b></p> <p>Mateo has played soccer for three years. After lots of hard training he became team captain. Recently he skipped several practices, thinking, "I'm always the star; I don't need more drills." In Saturday's match he played poorly.</p>	<ul style="list-style-type: none"> <li>• Why did Mateo struggle?</li> <li>• What encouraging advice would help him recover his best form?</li> </ul>
<p><b>Nia and the High Piano Keys</b></p> <p>Nia is 7 years old; most students in her piano class are 10–11. She practises daily but her small hands still can't reach certain chords. She feels disappointed and says, "I'm not good enough."</p>	<ul style="list-style-type: none"> <li>• Why does Nia <i>feel</i> unsuccessful?</li> <li>• How could practice plans and encouragement help her progress?</li> </ul>
<p><b>Oliver's Ambitious Lunch</b></p> <p>Oliver (age 9) loves cooking and wants to be a chef. He tried making a three-dish family</p>	<ul style="list-style-type: none"> <li>• Why didn't Oliver succeed this time?</li> <li>• What smaller goal (and uplifting words) could set him up for success?</li> </ul>

<p><b>lunch, spilled flour everywhere, burned the sauce, and felt defeated.</b></p>	
<p><b>Hana's Fast Race</b></p> <p><b>Hana runs everywhere! In a 50-metre race she set a personal best of 9 seconds but finished 4th overall. She still felt proud and smiled at the finish line.</b></p>	<ul style="list-style-type: none"> <li>• <b>Why is Hana pleased even without a medal?</b></li> <li>• <b>How might her attitude inspire others?</b></li> </ul>
<p><b>Arjun's Catch-Up Challenge</b></p> <p><b>Arjun missed a week of school and a new science method was taught. Homework took ages and he kept making mistakes, even after rereading the book.</b></p>	<ul style="list-style-type: none"> <li>• <b>Why is Arjun struggling?</b></li> <li>• <b>What supportive steps and encouraging words could help him understand the new method?</b></li> </ul>
<p><b>Chloe and the New Tablet</b></p> <p><b>Chloe was a top student. Since getting a tablet, she games first, then rushes homework while tired. Errors pile up and her grades slip.</b></p>	<ul style="list-style-type: none"> <li>• <b>Why has Chloe's success dipped?</b></li> <li>• <b>What plan (and positive reminders) can help her balance study and play?</b></li> </ul>
<p><b>Diego's 3-D Puzzle Frustration</b></p> <p><b>Diego loves building sets. His dad bought a complex 3-D robot puzzle. After a few failed</b></p>	<ul style="list-style-type: none"> <li>• <b>Why did Diego give up?</b></li> <li>• <b>What mindset and encouraging words could help him finish the robot?</b></li> </ul>



tries on the tricky arms, Diego quit and declared he'd never build again.	
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## Examples of encouragement phrases <sup>1</sup>

- You figured out how to do that.
- You did it.
- You are learning how to tie those shoelaces. Last week you had trouble getting them tied, but this week you did it without a problem.
- Tell me how you did it.
- I see that you are working hard.
- This is hard for you, but you are sticking with it.
- You searched your mind and came up with something new.
- I noticed how you helped your friend."
- Keep trying, you're getting better day by day!

***You can write some on a whiteboard or create a poster as an example starting the sentence....***

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<sup>1</sup> [Encouragement vs Praise for Teachers | Positive Discipline](#)

## Annex nº26 | BINGO CARD QUESTIONS

SPEAKS ANOTHER LANGUAGE

HAS A DIFFERENT FAVORITE FOOD THAN YOU

WEARS GLASSES

HAS A PET

LIKES A DIFFERENT SPORT

HASN'T HAD BREAKFAST TODAY

ENJOYS MATHS

WON A CONTEST

IS A COUCH POTATO

HAS SEEN A SNAKE IN THE WILD

WATCHES MORE THAN ONE HOUR OF TV EVERY DAY

HAS ARGUED WITH A FRIEND RECENTLY

LIKES VERY SPICY FOOD

BITES HIS/HER FINGERNAILS

WAS BORN IN JANUARY

IS AFRAID OF SPIDERS

CAN PLAY A MUSICAL INSTRUMENT

LOVES TO SWIM

WHO HAS MORE THAN FOUR SIBLINGS

IS AN ONLY CHILD

CAN WHISTLE