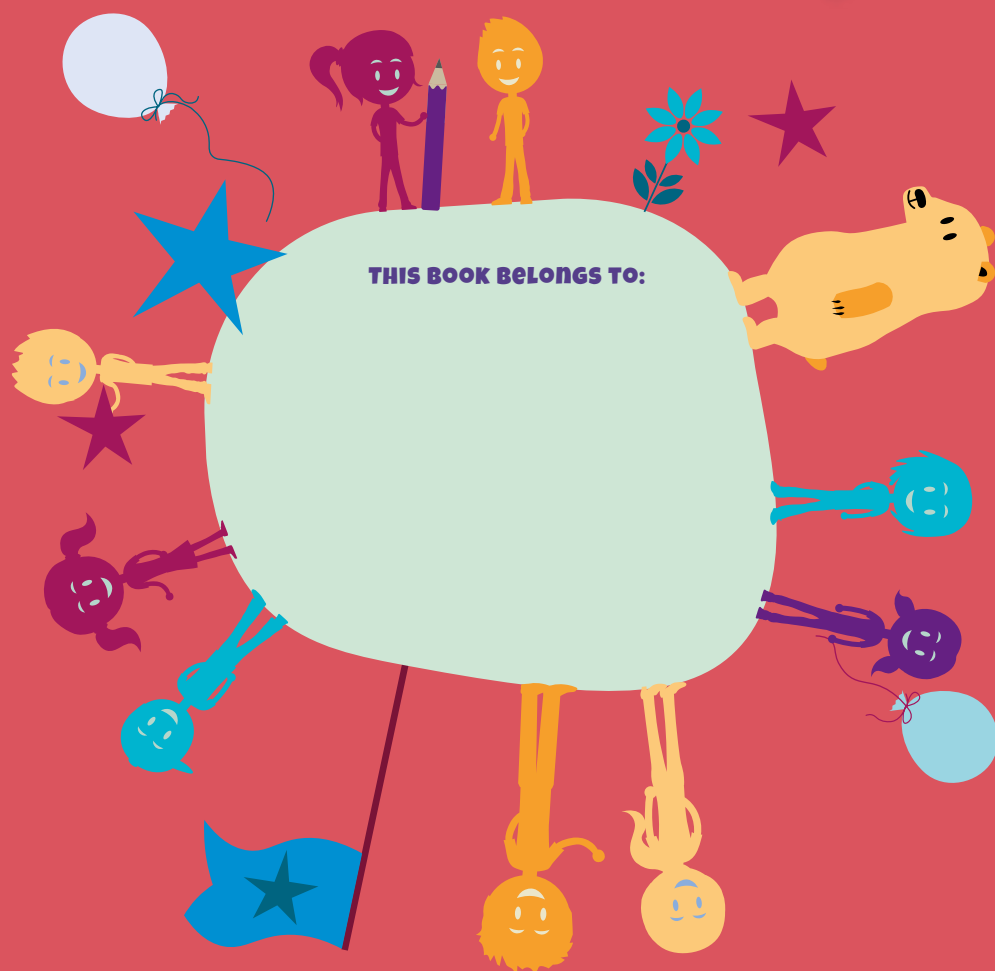


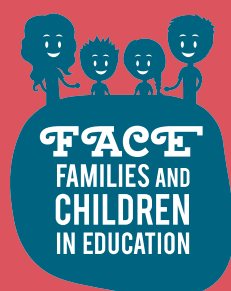
# FACE

# 2



**IMPROVE YOUR SELF-ESTEEM  
AND CELEBRATE TOGETHER**

*Ages 7 to 9*





FACE – Families and Children in Education is a project co-financed by the Zurich University of Teacher Education (Pädagogische Hochschule Zürich) and the Community Fund of the Kanton of Zurich (Switzerland).

Workbook Face 1 Improve your self-esteem and play together. Ages 4 to 6

**Workbook Face 2 Improve your self-esteem and celebrate together. Ages 7 to 9**

Workbook Face 3 Improve your self-esteem and work together. Ages 10 to 12

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# FACE

Wiltrud Weidinger

**IMPROVE YOUR SELF-ESTEEM  
AND CELEBRATE TOGETHER**

*Ages 7 to 9*





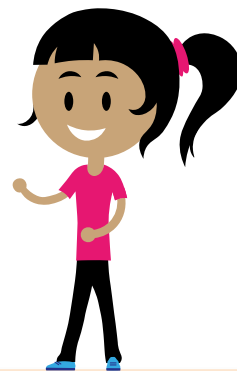
## HOW TO WORK WITH THIS BOOK

### Welcome to FACE – Families and Children in Education!

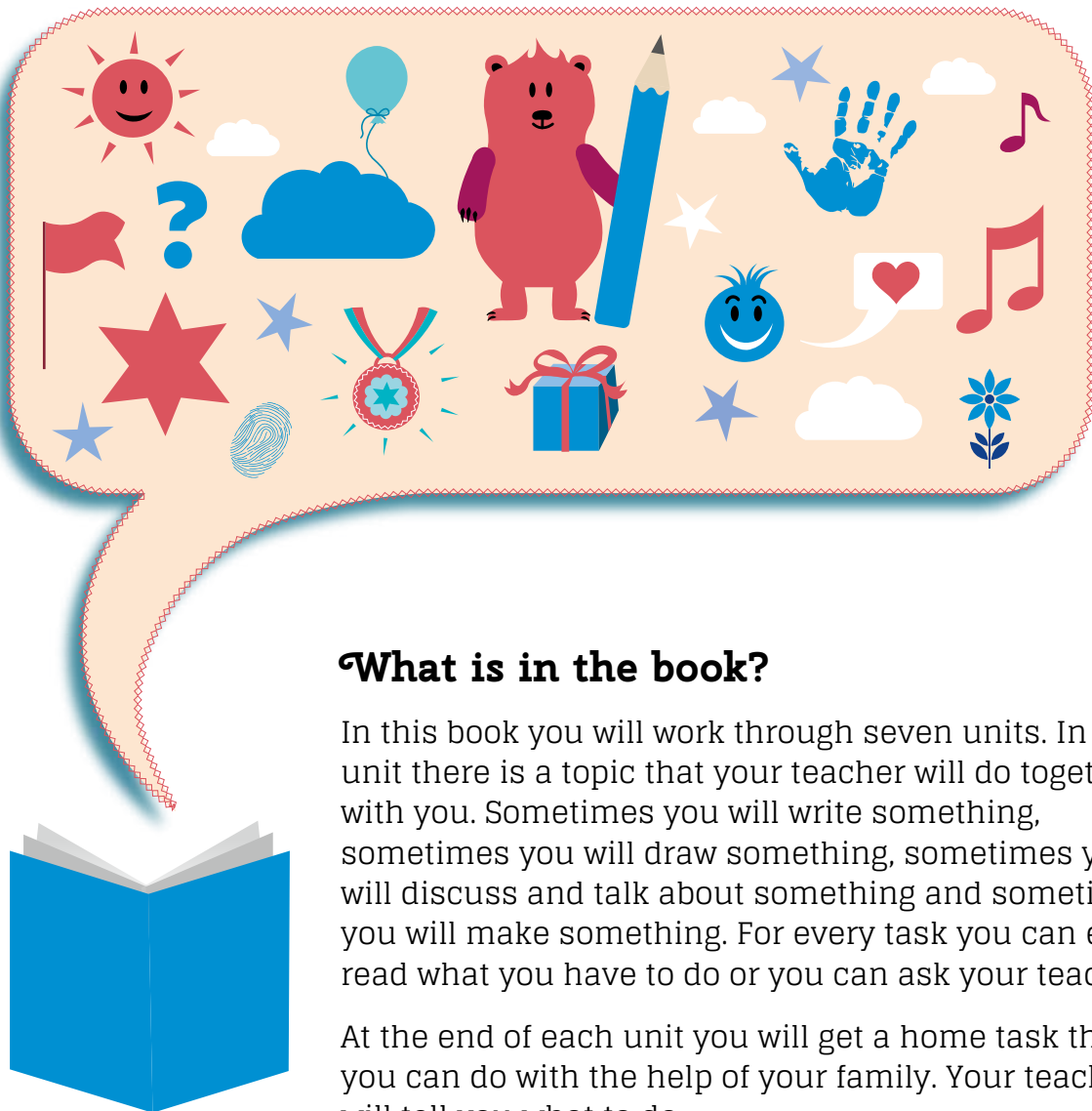
This book belongs to you! It is a working book for you to improve your strengths and your feelings about yourself. In this book you will work together with your friends in school and with your teacher. There will be tasks you can solve on your own and tasks for you to solve with a partner.

In the FACE book you can find two children who will go through the book with you. They will sometimes show you something on a picture, sometimes they will just be there while you work.

Here they are:







## What is in the book?

In this book you will work through seven units. In each unit there is a topic that your teacher will do together with you. Sometimes you will write something, sometimes you will draw something, sometimes you will discuss and talk about something and sometimes you will make something. For every task you can either read what you have to do or you can ask your teacher.

At the end of each unit you will get a home task that you can do with the help of your family. Your teacher will tell you what to do.

In FACE there is no right or wrong!  
There are no mistakes!

Now, before you start: write down your name on the cover of the book so you know it is yours!

Done? Very good!

Let's start! Welcome to FACE –  
Families and Children in Education!



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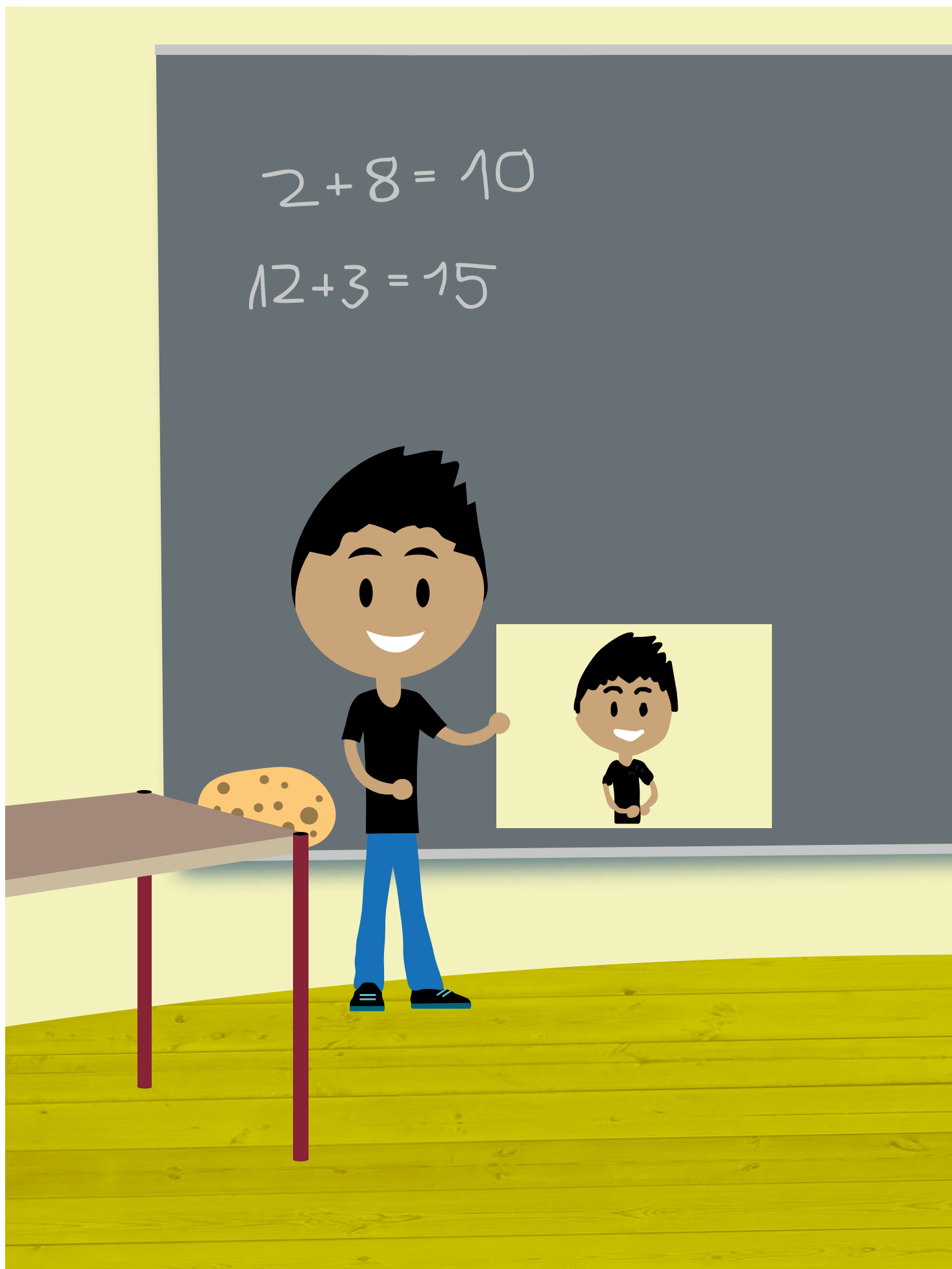
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# ABOUT me

1





# 1 – TASK 1

## THIS IS me



45'

### The task:

Write down the most important things about yourself.

### How you work:

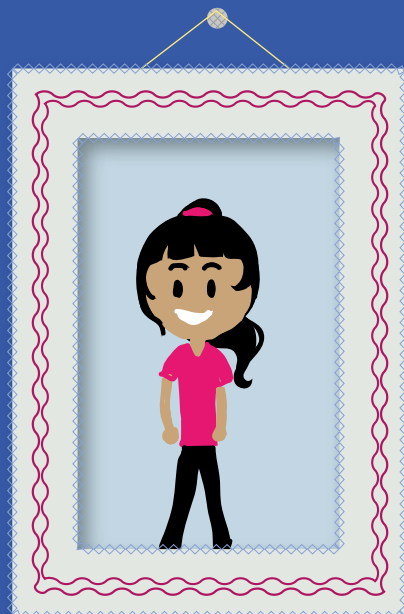
On your own,  
then in the whole group

### Material:

- booklet
- pencils, colours

### Steps:

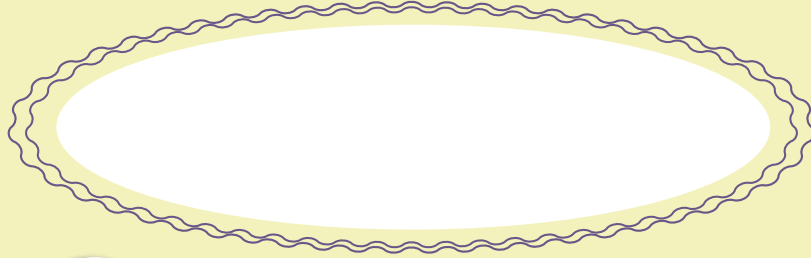
1. First, work on your own and fill in the worksheet “About me”.
2. Next, draw a picture of yourself.
3. When you have finished, leave your booklet open on your desk and walk around to look at the others’ work.





# About me

**MY name is:**

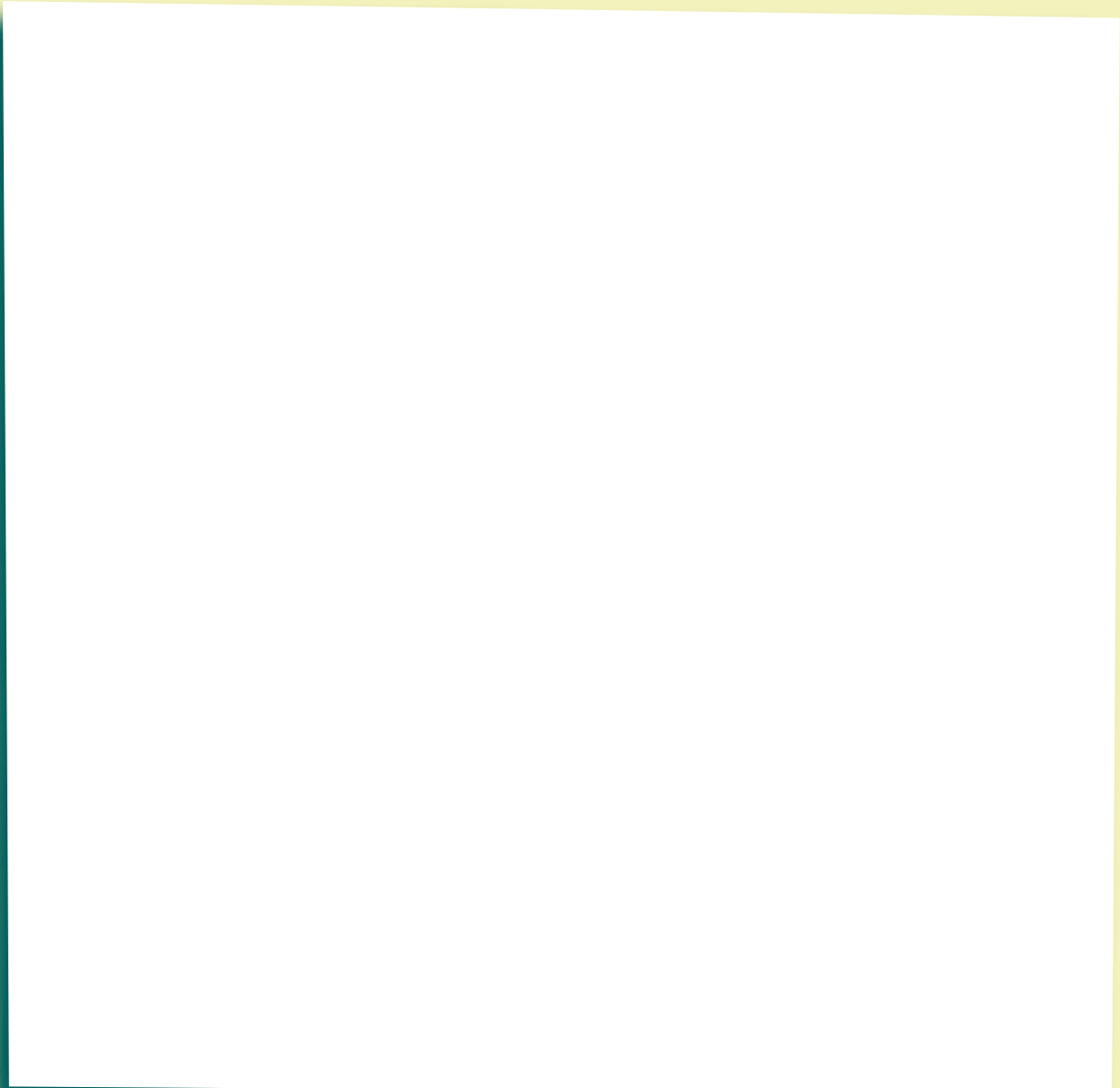


**I AM**



**YEARS OLD**

Draw a picture of yourself. Colour it with your favourite colours.  
Draw things that you like in the background.





# 1 – TASK 2

## WHERE DO I BELONG?



30'

### The task:

You understand that everybody is different.

### How you work:

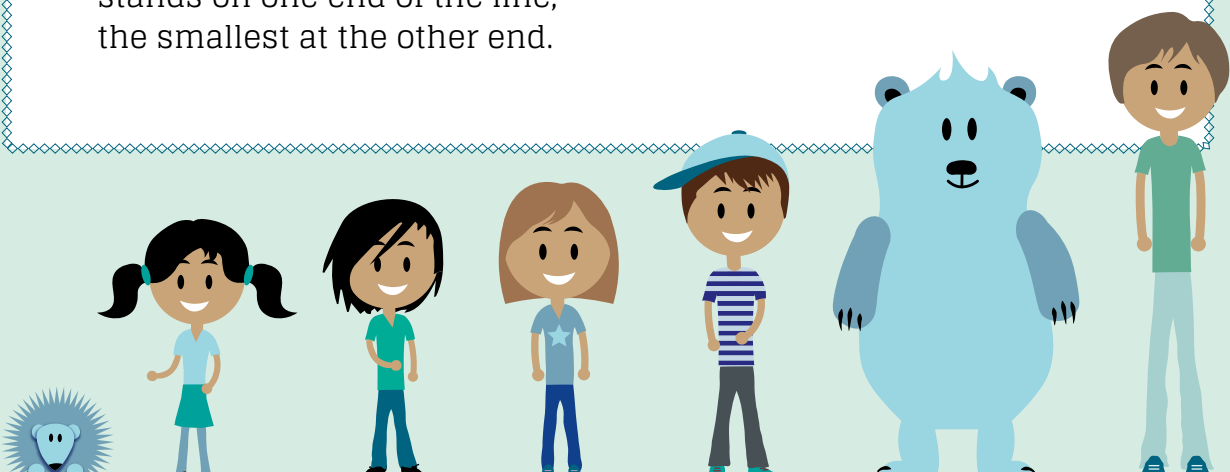
In the whole group

### Material:

- none

### Steps:

1. Your teacher draws a line on the floor or tells you where you have to imagine a line (or marks a line with sticky tape).
2. Every student stands on the line.
3. The teacher gives different categories. The students stand on the line according to these categories. For example, for the category “tallest to shortest”, the students start to line up according to size. The tallest stands on one end of the line, the smallest at the other end.
4. The teacher continues with new criteria:
  - biggest foot to smallest foot
  - oldest student to youngest student
  - longest hair to shortest hair
  - many siblings to no siblings
  - etc.
5. The students can also come up with their own suggestions for criteria.





# 1 – TASK 3

## MY FINGERS make me SPECIAL



30'

### The task:

You understand that everybody is different and that your fingerprints are unique.

### How you work:

On your own,  
then with a partner

### Material:

- booklet
- paints or inkpad
- additional paper if wanted

### Steps:

1. Use an inkpad or paints to paint your fingers.
2. Print your fingerprints on the next page.
3. No one else in the world has exactly the same fingerprints as you!
4. When you have finished, leave your booklet open at your desk.
5. Walk around and look at the fingerprints of others.  
The teacher's task is to point out the differences in the fingerprints.

### Variation:

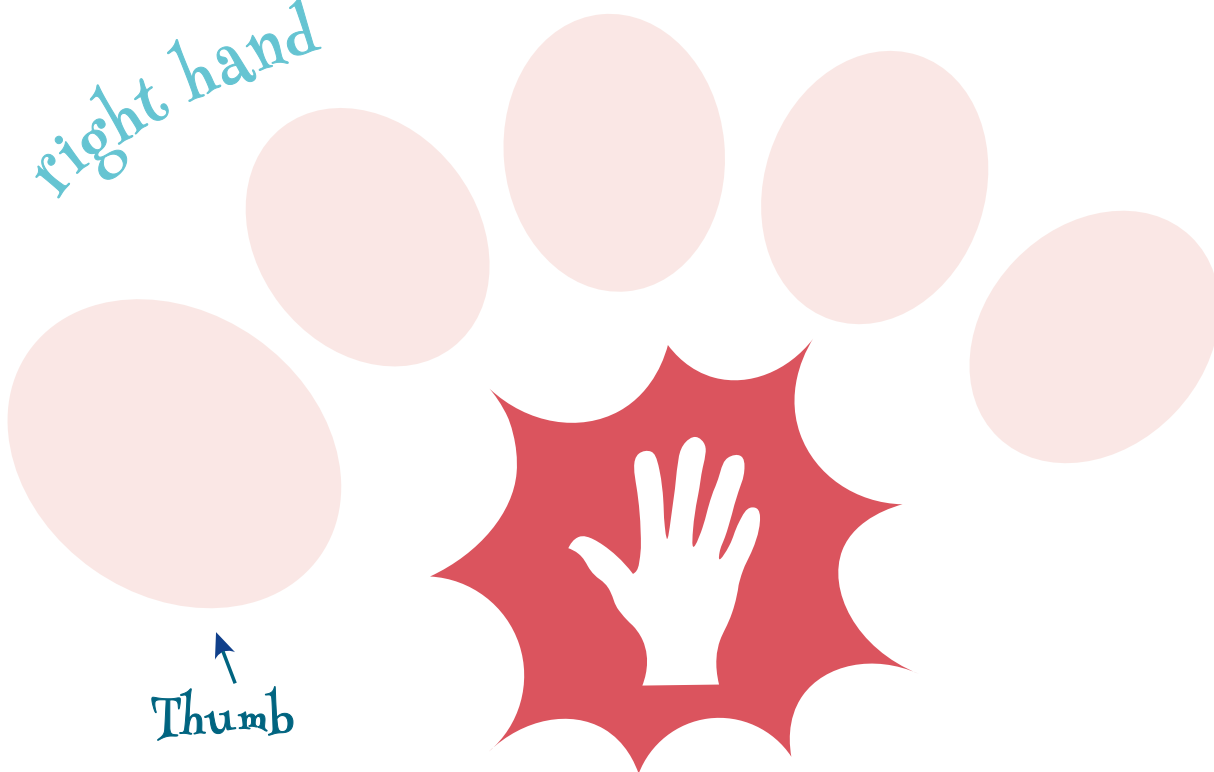
If there is time and paper left, students could make prints of their feet. Afterwards, they would have to wash their feet again. To finish off, students can look at one another's footprints. It is the teacher's task to talk about the differences. The children see if they can "read" pictures in the prints. Some lines might look like a spider's web, some might look like railway tracks, some might look like a snail's house or a maze etc.



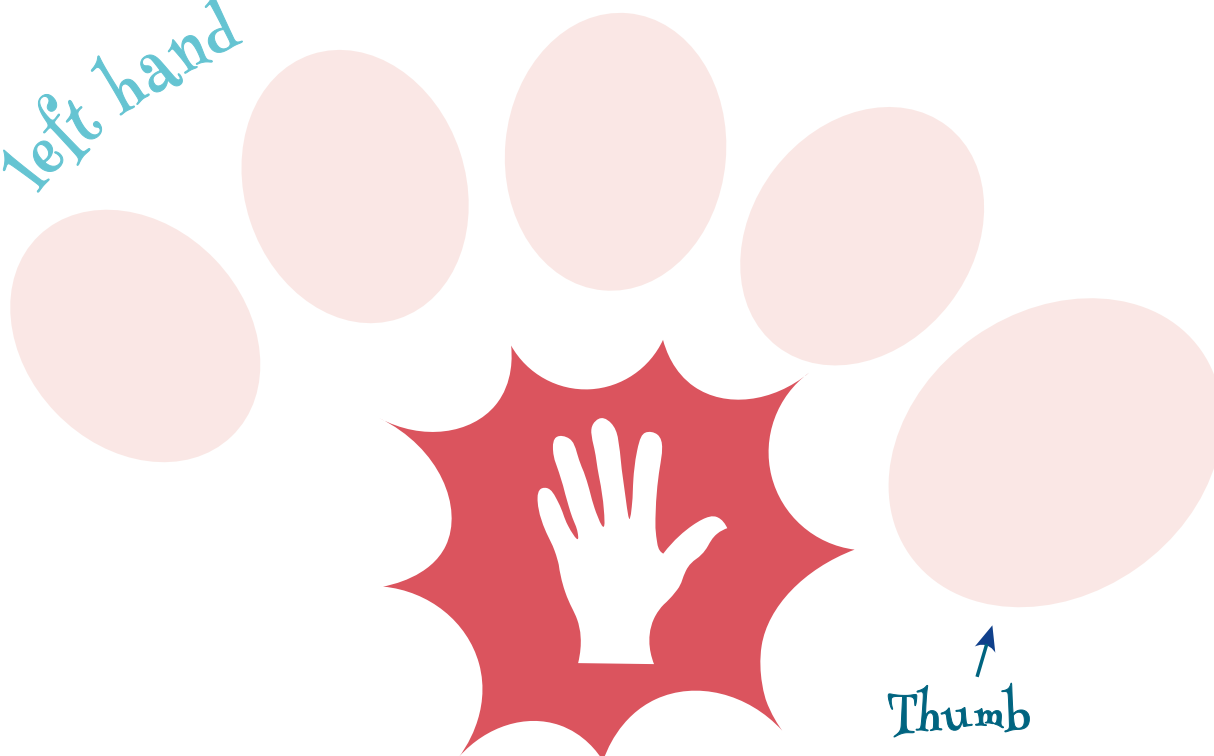


# My fingers make me special

right hand



left hand





# 1 – TASK 4

## MY HAND OF LIKES



30'

### The task:

You get to know what others like about you.

### How you work:

On your own,  
then with a partner

### Material:

- booklet
- pencils, colours

### Steps:

1. Write your name across the wrist of the hand on the next page.
2. Ask five friends to write something they like about you on each finger.
3. Read what they have written. Do you agree?
4. Colour in the hand without colouring the words.
5. Walk around the room and look at all the other hands.





## *My hand of likes*



# 1 – Home Task 5

## Whose hand is it?



### The task:

Make a handprint of one of your family members and bring it to school.

### How you work:

Together with your family

### Material:

- paper
- paint

### Steps:

1. Find a member of your family.
2. Take a handprint of this person. Colour the hand with paint and print it on a blank paper. If you don't have paint, you can trace the hand with a coloured pencil and colour it in.
3. Let it dry and do not forget to put it in your schoolbag!





# 1 – TASK 6

## THIS IS A MEMBER OF MY FAMILY



70'

### The task:

Introduce a member of your family to your classmates.

### How you work:

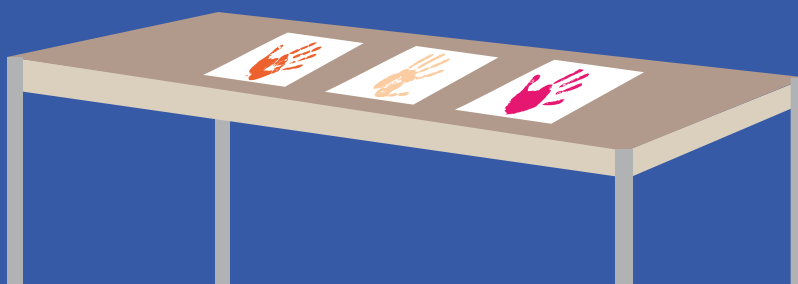
On your own, whole group, with a partner

### Material:

- booklet
- coloured pens, pencils

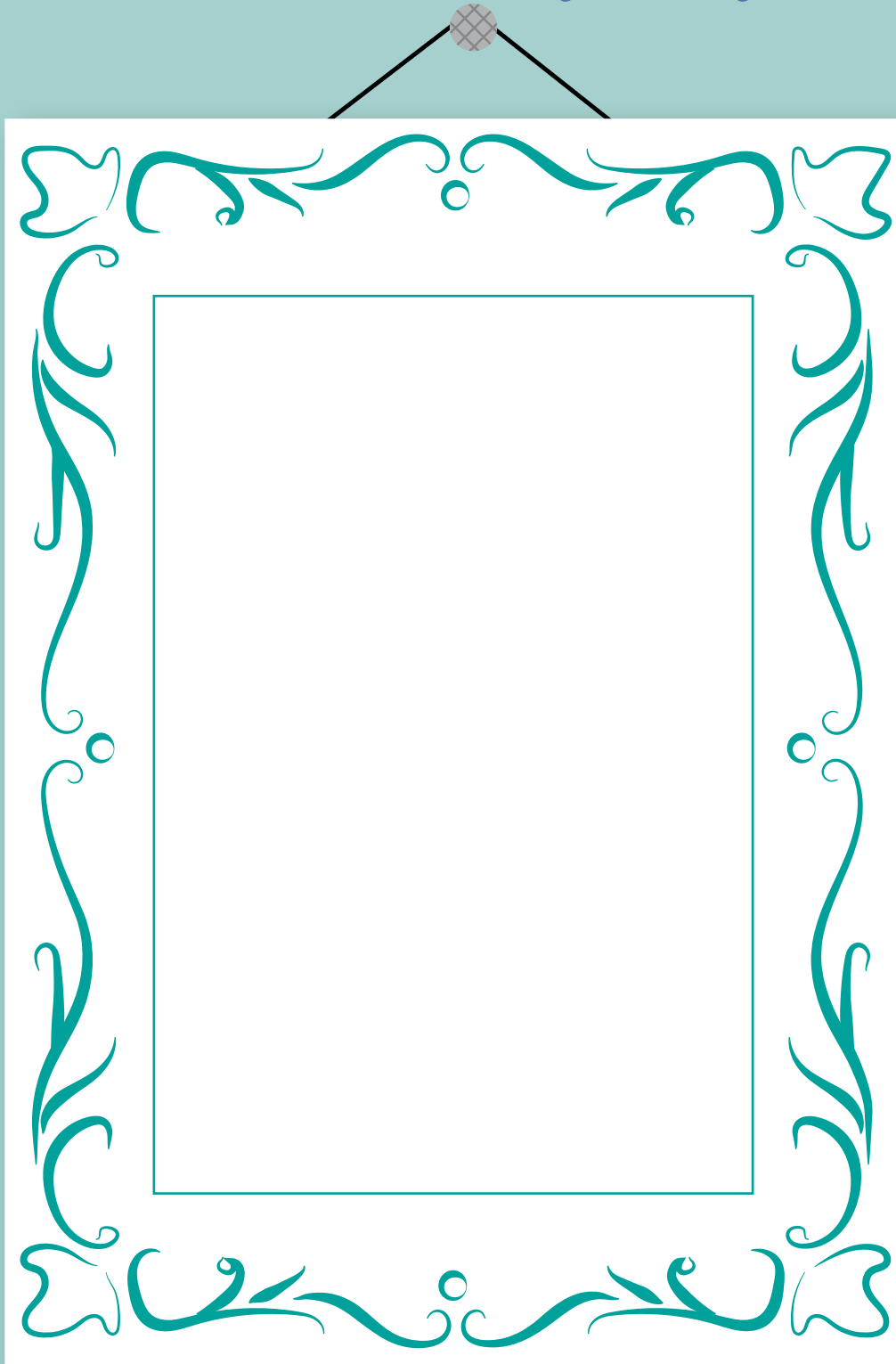
### Steps:

1. Put the handprint of your family member on your desk.
2. Walk around the classroom and look at all the handprints.
  - Can you guess whose handprints they are?
  - Mother? Father? Sister? Brother? Grandparents?
  - How many did you guess correctly?
3. Now, draw the person whose hand it is. Use the frame on the next page.
4. Colour it in and write down her/his name below.
5. Show it to your partner and explain it.

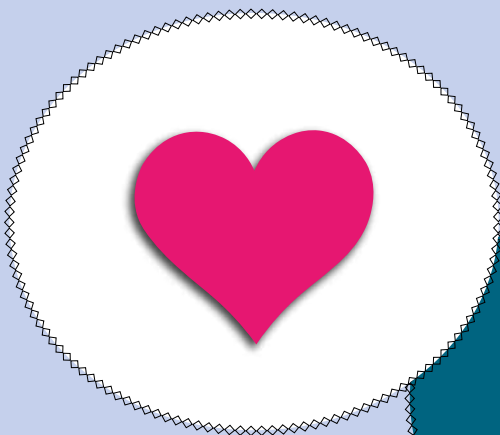
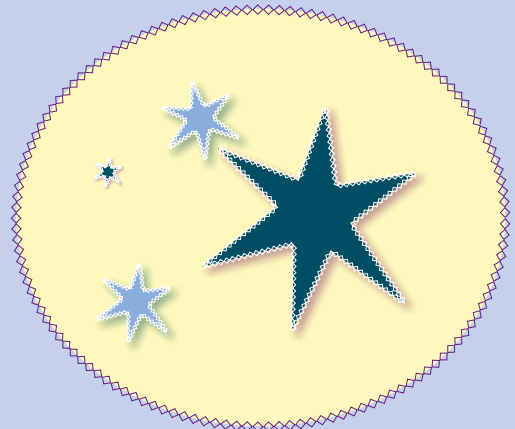
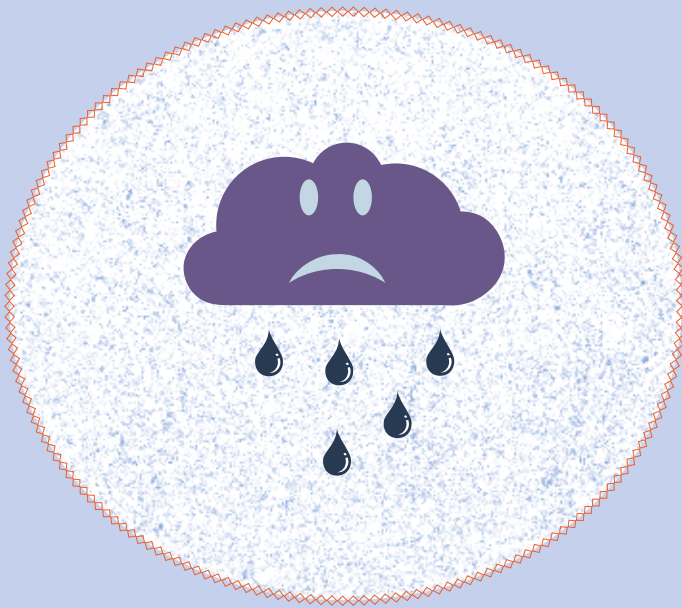
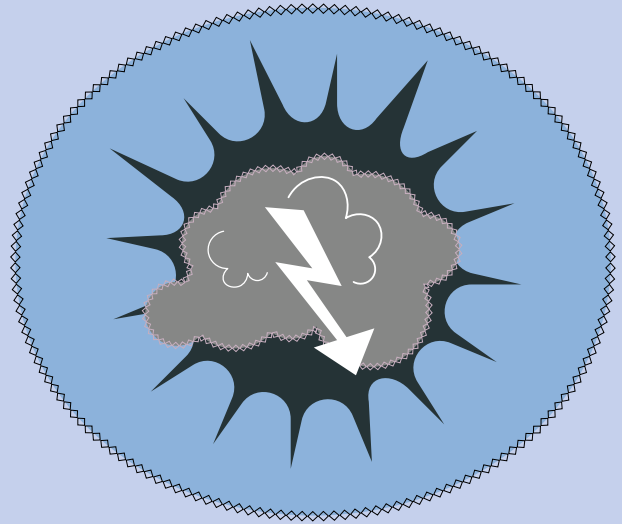




# A member of my family









# MY FEELINGS

2





## 2 – TASK 1

### MY HAPPY PAGE AND MY SAD PAGE



30'

#### The task:

Think about what makes you happy and what makes you sad.

#### How you work:

On your own

#### Material:

- booklet
- pencils, colours

#### Steps:

1. Design your own happy and sad page. Think about what makes you happy and what makes you sad.
2. Write or draw these things on each side of the page.
3. When you are sad, think about whether you could change the situation and how you could find a solution, e.g. "I am sad because my friend does not want to play with me. So I will ask somebody else to play with me."
4. You decide whether you want to show your pages to your classmates.





## My HAPPY page



## My SAD page



Sometimes when I am sad I can change my feelings.  
For example:



## 2 – TASK 2

### HOW I FEEL WHEN ...



30'

#### The task:

Describe how you feel in different situations.

#### How you work:

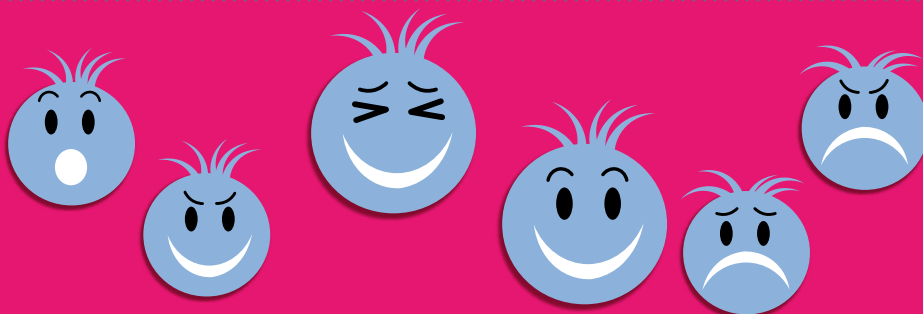
On your own,  
then in the whole group

#### Material:

- booklet
- pencils

#### Steps:

1. Read the sentences on the next page or let the teacher or a friend read them out to you.
2. Imagine what the face looks like for each situation.
3. Draw a face to match each situation.
4. After everybody has finished, the teacher will draw empty faces on the board or on a piece of paper. The teacher will ask for your answers.
5. Raise your hand if you want to draw the face in front of the class or if you want to show the face you have drawn in your booklet to everybody.
6. Imitate the face that was drawn in front of the class and let the class imitate it too.



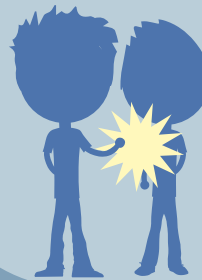


# How I feel, when...

I have done  
a good job in school.



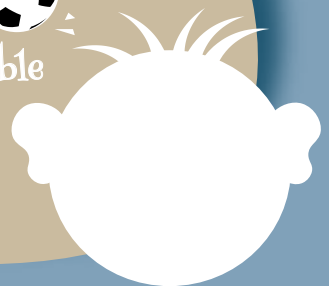
I am pushed  
by another kid.



I receive  
a present.



I get into trouble  
for something  
I didn't do.



I hurt myself.



I have to walk alone  
through a dark street.





## 2 – TASK 3

### MY FEELINGS – YOUR FEELINGS



30'

#### The task:

Ask your friends how they feel in different situations.

#### How you work:

With a partner

#### Material:

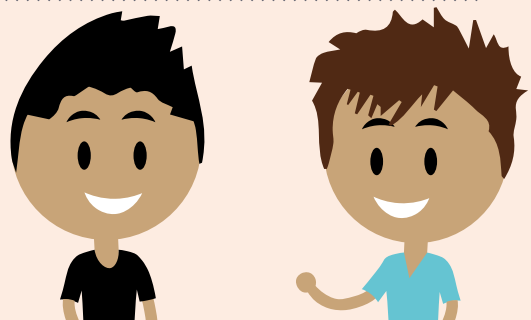
- booklet
- pencils, colours

#### Steps:

1. Take your booklet and walk around the room. When you meet another student, ask one of the questions on the following page.
2. Write down his/her answer in the table. You can also do a drawing. Don't forget to write down the name of your friend.
3. He/she will also ask you one of the questions.
4. When you have finished, you can start the next task on your own.

#### Variation:

If you know the song "If you're happy and you know it", you can sing it here. It fits in very well with the topic and also gets the children to move a little. If you have an Internet connection available you can learn the song on youtube: <https://youtu.be/l4WNrvVjiTw>





# My feelings - your feelings

I feel happy when...



I feel sad when...



I feel angry when...



I feel lonely when...



I feel excited when...



I feel frightened when...



I feel relaxed when...





## If You're Happy And You Know It




 If you're happy and you know it, clap your hands (clap clap) If you're


 happy and you know it, clap your hands (clap clap) If you're


 happy and you know it, and you really want to show it If you're


 happy and you know it, clap your hands. (clap clap)

If you're happy and you know it, stomp your feet (stomp stomp)  
 If you're happy and you know it, stomp your feet (stomp stomp)  
 If you're happy and you know it, and you really want to show it  
 If you're happy and you know it, stomp your feet. (stomp stomp)

If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
 If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
 If you're happy and you know it, and you really want to show it  
 If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)  
 If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)  
 If you're happy and you know it, and you really want to show it  
 If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)



## 2 – TASK 4

### LOCKING UP MY FEAR



45'

#### The task:

Find out ways to overcome your fear in a certain situation.

#### How you work:

On your own

#### Material:

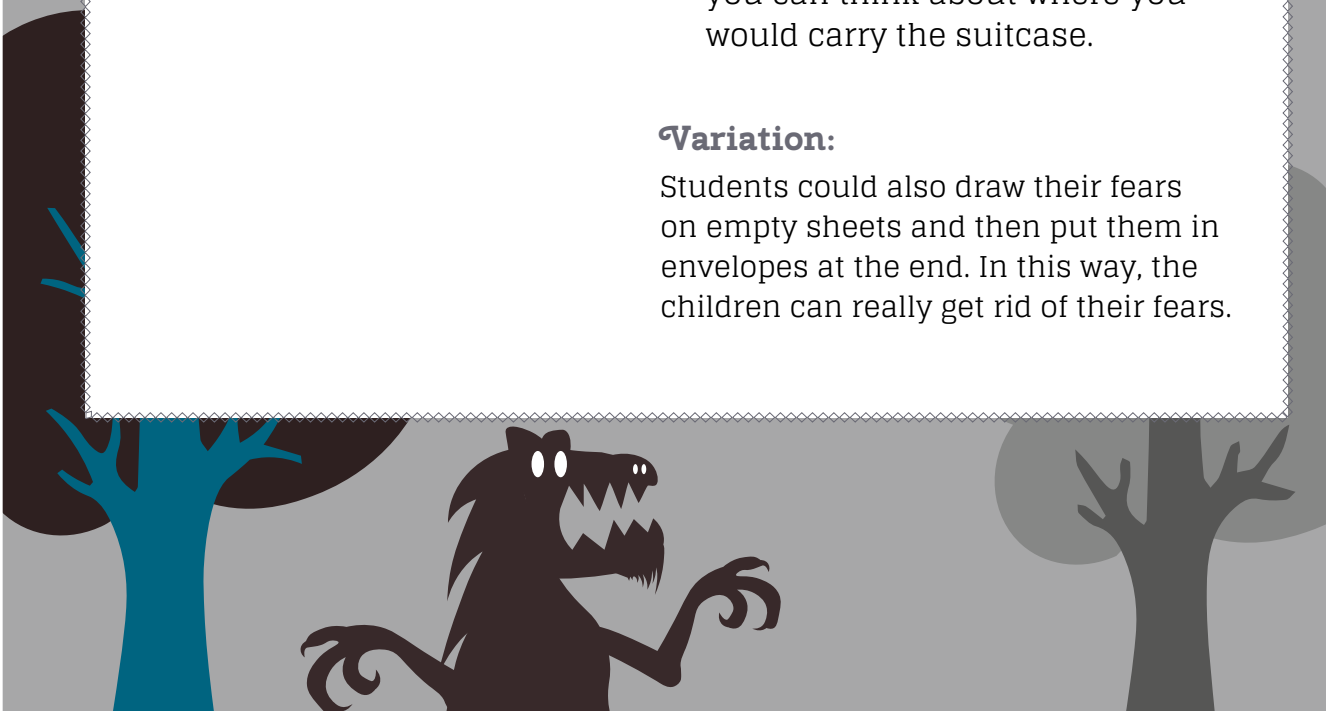
- booklet
- pencils, colours
- sticky tape
- if available: envelopes and sheets of paper (for drawing and hiding the fears).

#### Steps:

1. Look at the picture on the next page. Why do you think the child is scared?
2. Listen to the story your teacher reads to you.
3. Think about situations in which you have been scared. How did you overcome your fear?
4. Draw your fears in the booklet. After you have drawn them, you can draw a suitcase around them so your fears are locked up now.
5. You can show it to someone or you can think about where you would carry the suitcase.

#### Variation:

Students could also draw their fears on empty sheets and then put them in envelopes at the end. In this way, the children can really get rid of their fears.







Look at the picture:  
why is the child so scared?

## Listen to the story

Once upon a time there was a rabbit. Everybody called him “scaredy-cat”. He would have rather wanted to be a brave rabbit. But he was simply always afraid. When there was a thunderstorm and the lightning came crashing down, he always hid with his mummy. When other rabbits came and teased him, he ran away, crying. The thing he was most scared of was when it would get dark at night. Then he would start to see monsters and ghosts everywhere. One evening he said to himself, “I don’t want to be a scaredy-cat anymore! I want to be a brave rabbit!” This decision made him very happy. Then he said to himself, “Tonight I will stay outside in the dark all by myself. Yes, I will!” He took his torch with him and went away. Then it got darker and darker in the woods. Suddenly, the rabbit cried, “What is this? It looks like a huge monster!” He would have wanted to go home right away, but he did not want to be a scaredy-cat anymore. Fortunately, he remembered his torch.

“I will look at this monster more closely”, he whispered. Then, he turned on the torch and pointed it at the monster. “Oh, it is not a monster at all”, he sighed, “it is only a big, dark tree!” Then, the rabbit switched off the torch again and continued to walk.



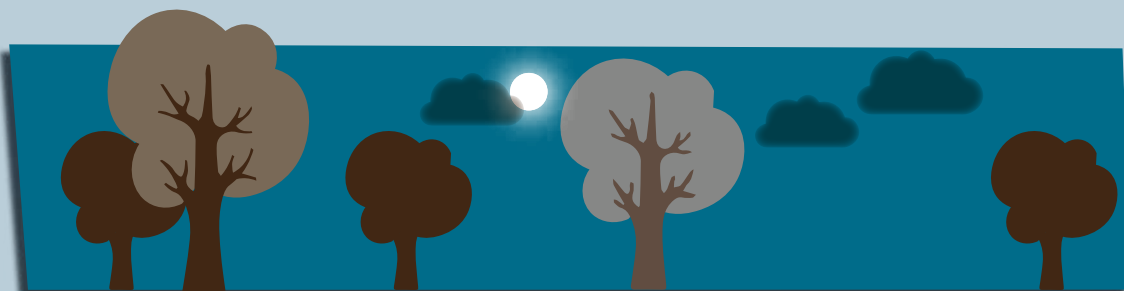
In the sky, the moon came out behind a big, dark cloud. The moonlight was shining through the trees. The little rabbit continued to walk further and further into the woods until he reached a little pond. Along its banks there were thousands of small pebble stones that glistened in the moonlight like pearls. The little rabbit looked at the water and the full moon that was mirrored in the water. “How beautiful everything looks!”, he thought. After a while he was all quiet.

Suddenly he was scared, “A ghost!! A ghost!!” he cried. “There is a ghost in the water! It’s looking at me with big, scary eyes!” The rabbit almost wet himself because he was so scared! He jumped up and wanted to run away immediately, when he saw that the ghost had jumped up too.

The little rabbit stopped and thought, “Hmm, this ghost seems somehow familiar to me.” He held up his right paw. The ghost also held up its right paw. Then the rabbit wiggled with his rabbit ears. The ghost wiggled with its ears. Finally, the rabbit stretched out his tongue to the ghost and went, “Baaaaah!” And what did the ghost do? It stretched out its tongue and went, “Baaaaah!” as well.

Then the little rabbit started to laugh! He laughed and he laughed until he almost could not stop laughing any more. “This is not a ghost at all!” he yelled. “This is my reflection in the water! This is me, little rabbit, mirrored in the water!” Then, he had to laugh even more. And because of all the laughing he began to jump from one leg to the other. When he had laughed away all his fear, he ran home. He lay down in his bed and started to sleep very deeply.

From that day on, the little rabbit became braver and braver: every day a little more. And soon no one called him “scaredy-cat” anymore.







## Draw your fear

Draw something you are afraid of in the middle of the paper. Then draw a suitcase around it with a handle. Now you have stored your fear in a suitcase.  
Are you going to show it to someone?  
Are you going to carry it somewhere?



## 2 – Home Task 5

### My family is happy when...



#### The task:

Make a table about what your family feels in different situations.

#### How you work:

At home or in a quiet place

#### Material:

- booklet
- pencils

#### Steps:

1. Look at the table. Ask different family members.
2. Record the answers on the answer sheet.
3. Thank the people for their answers.





## My family is ... when ...

My  is happy when...

My  is sad when...

My  is angry when...

My  is lonely when...

My  is relaxed when...

My  is frightened when...

uncle sister AUNT  
grandfather MOTHER grandmother  
brother FATHER  
OTHER IMPORTANT PERSON



## 2 – TASK 6

### I PRESENT MY FAMILY'S FEELINGS



40'

#### The task:

You present your family's feelings in a group.

#### How you work:

In groups and in the whole group

#### Material:

- booklet

#### Steps:

1. Look at the family feelings page (left side).
2. Sit in a group of 4.
3. Choose a feeling you want to talk about. You have to agree in your group.
4. What is different in the answers of your family members?
5. Decide who should present to the class.
6. Present your chosen feeling to the class.









## WHAT I CAN DO

3





## 3 – TASK 1

### WHAT DID YOU SEE TODAY?



25'

#### The task:

Think of all the things you saw today and write or draw them.

#### How you work:

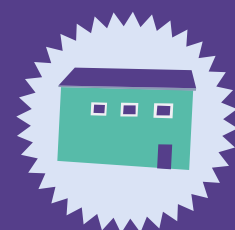
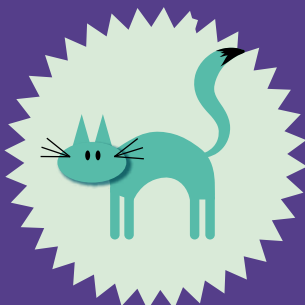
On your own

#### Material:

- booklet,
- pencils, colours

#### Steps:

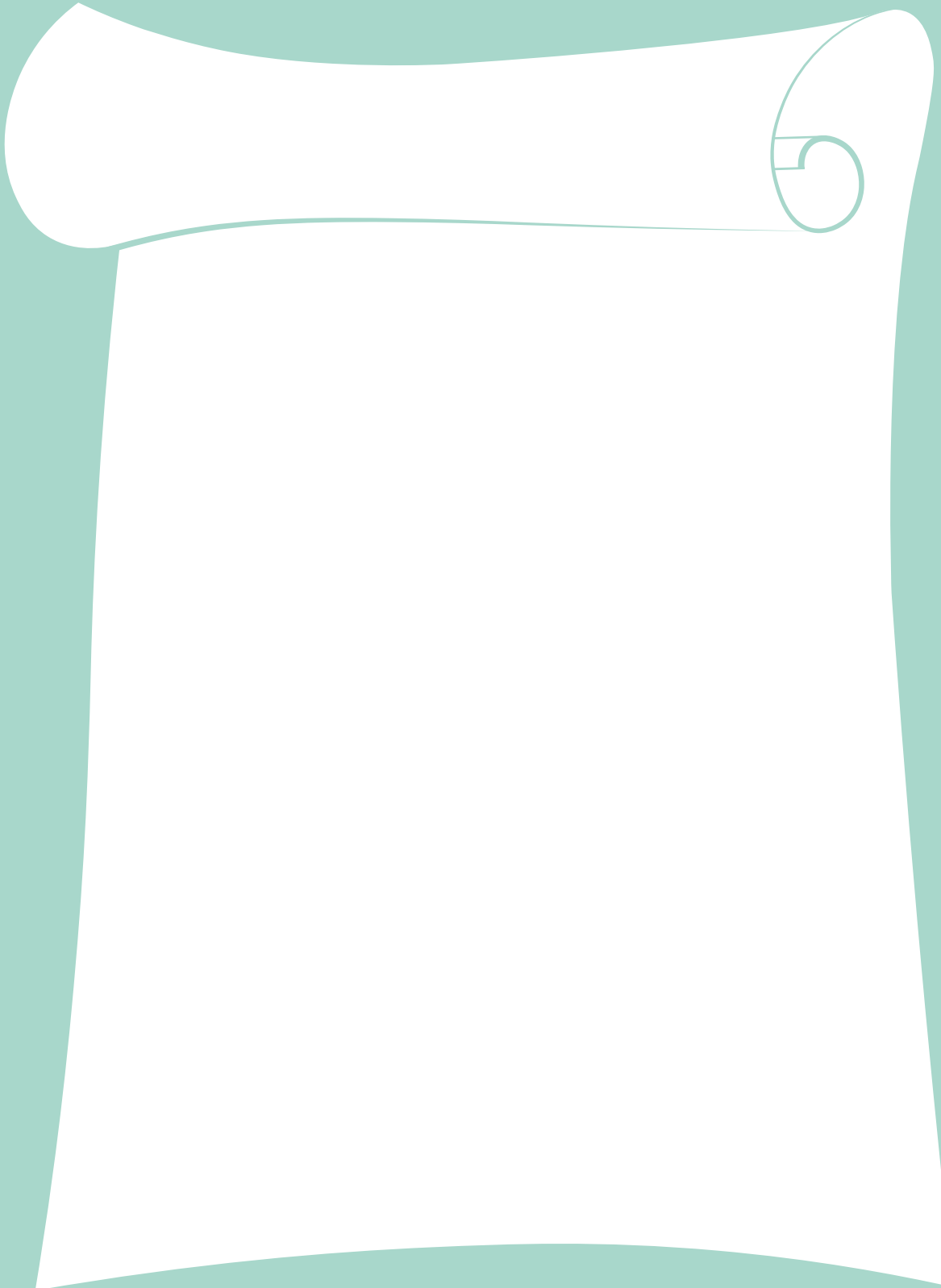
1. Think about your day today.  
What did you see when you woke up in the morning? Write or draw it.
2. What did you see when you got up?
3. What did you see when you walked to school?
4. Write or draw everything. How long is your list?





*What did you see today?*

**LIST EVERYTHING  
YOU HAVE SEEN TODAY:**





## 3 – TASK 2

### THE POWER OF MY FEET



25'

#### The task:

Find out what your feet can do.

#### How you work:

On your own,  
then with a partner

#### Material:

- booklet
- pencils, colours

#### Steps:

1. Write down all the things that your feet can do. You can also draw them.
2. Walk around the room and compare your results with your classmates. Do you all have similar ideas? Circle the ones that are the same.





## The POWER of my feet





## 3 – TASK 3

### MY SKILL STAR



45'

#### The task:

Collect all the things that you can do in your star and display them on your classroom floor.

#### How you work:

On your own,  
then in the whole group

#### Material:

- booklet
- pencils, colours

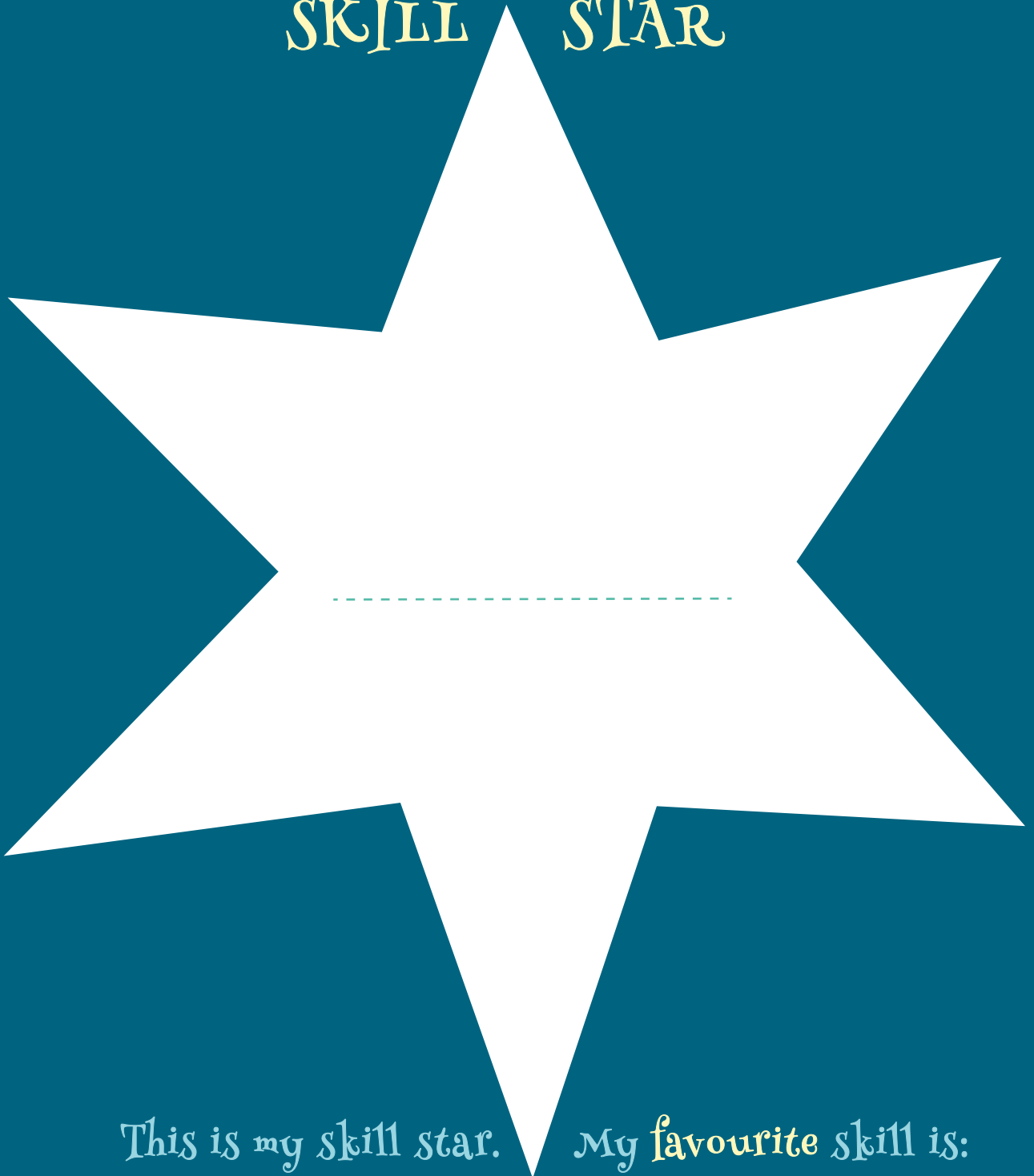
#### Steps:

1. You are a star! Write your name in the middle of the star.
2. Write something you can do well on each ray of the star. These are your skills.
3. If needed, you can also add more rays to your star.
4. Colour your star in.
5. When you have finished, put your booklet on the floor in the middle of your classroom.
6. Walk around and look at all the other stars. Appreciate all the stars you have in your class! Discuss it with your teacher.





# My SKILL STAR





## 3 – TASK 4

### I CAN DO A LOT ... WITH A PIECE OF STRING



45'

#### The task:

Find different things that you can do with a piece of string.

#### How you work:

On your own,  
then in the whole group

#### Material:

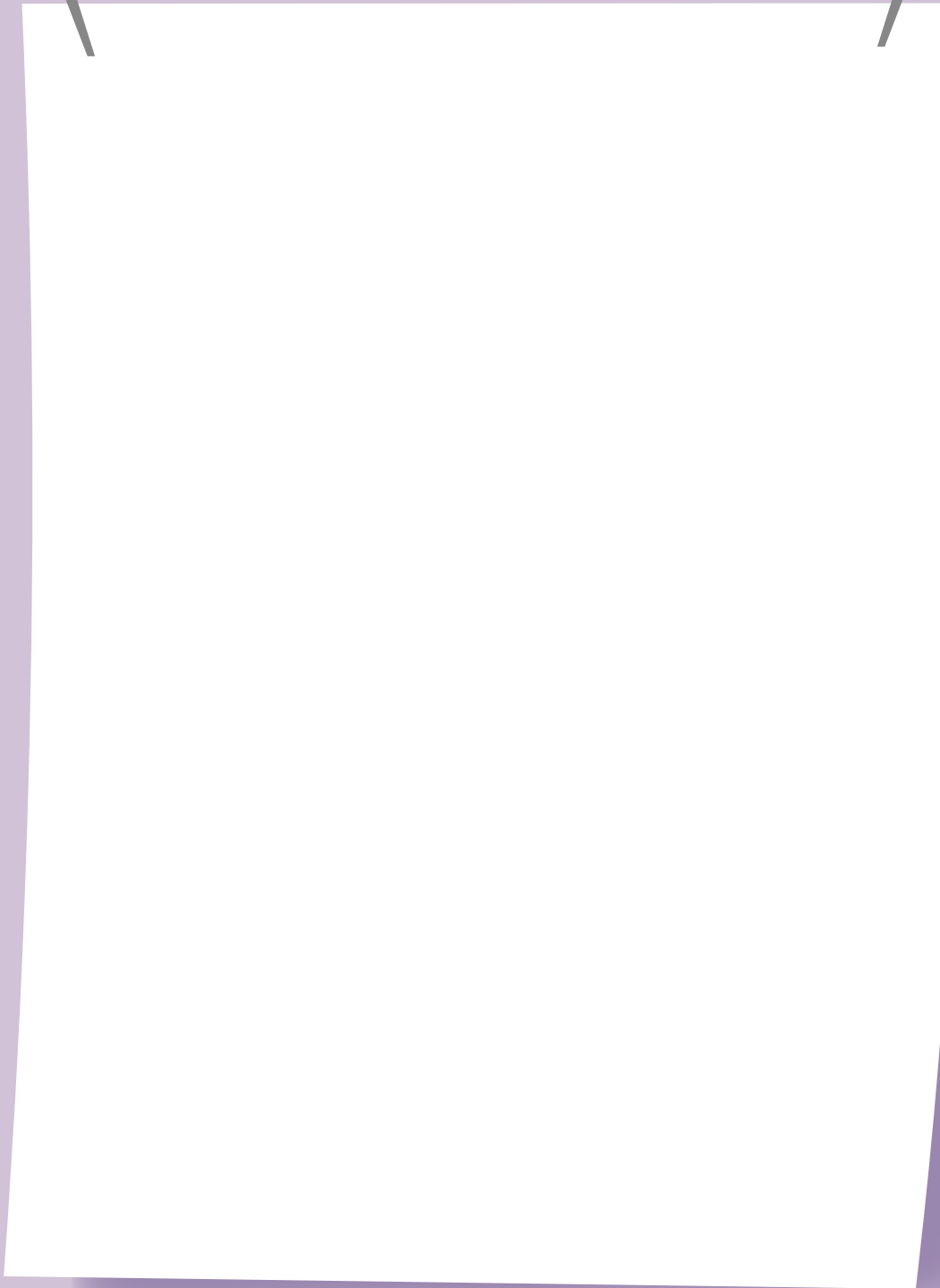
- booklet
- pencils, colours
- piece of string for all students (30 cm per student)

#### Steps:

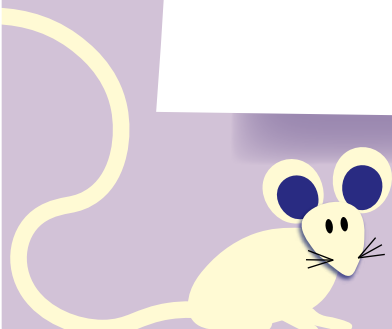
1. Get a piece of string from your teacher (about 30 cm long).
2. Take a few minutes' time to think of all the things that you could do with this piece of string. Maybe you can also try out some of these things (example: draw a circle in the sand).
3. Write down everything on the list.
4. After you have finished, take your booklet and sit in a circle.
5. Your teacher will now collect all your ideas.
6. Make sure you also share the ideas on your list with the group.



# Things I can do with a piece of string



Adapted from: Shapiro, Sharon (2002): Thinking skills Ages 6 – 8. Ideas to go. A & C Black. London.





## 3 – Home Task 5

### We are good at many things



#### The task:

Do a survey of the things that the members of your family can do. Count the answers for the different talents.

#### How you work:

On your own or with a friend

#### Material:

- booklet
- pencil

#### Steps:

1. Use the list to ask your family members what they are good at. Try to ask as many people as possible.
2. Make a tick every time someone gives an answer. Ask them to give an example and write it down.
3. At the end, you also write what you are good at.
4. Count the answers and write down the number.





# We are **GOOD** at many things

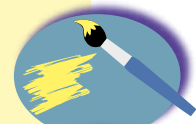
EXAMPLE



NR.

Thinking,  
solving a problem

Repairing something

Talking to people  
face-to-faceSinging, dancing,  
playing an instrument

Painting, drawing



Working with numbers



Organising something



Helping others



Telling stories





## 3 – TASK 6

### THIS IS WHAT MY FAMILY IS GOOD AT



45'

#### The task:

You make a graph of what your family is good at.

#### How you work:

On your own,  
then in the whole group

#### Material:

- pencils
- coloured pencils
- ruler

#### Steps:

1. Take the table with the numbers and record the numbers in the graph.
2. Draw columns with a ruler for how many of your family members are good at something.
3. Colour in the columns with different colours.
4. Sit in a circle and decide who wants to share one or two things his/her family is good at.





THIS IS WHAT  
my family is good at

	1	2	3	4	5	6	7	8	9	10
Thinking, solving a problem										
Repairing something										
Talking to people face-to-face										
Singing, dancing, playing an instrument										
Painting, drawing										
Working with numbers										
Organising something										
Helping others										
Telling stories										

My family is best at

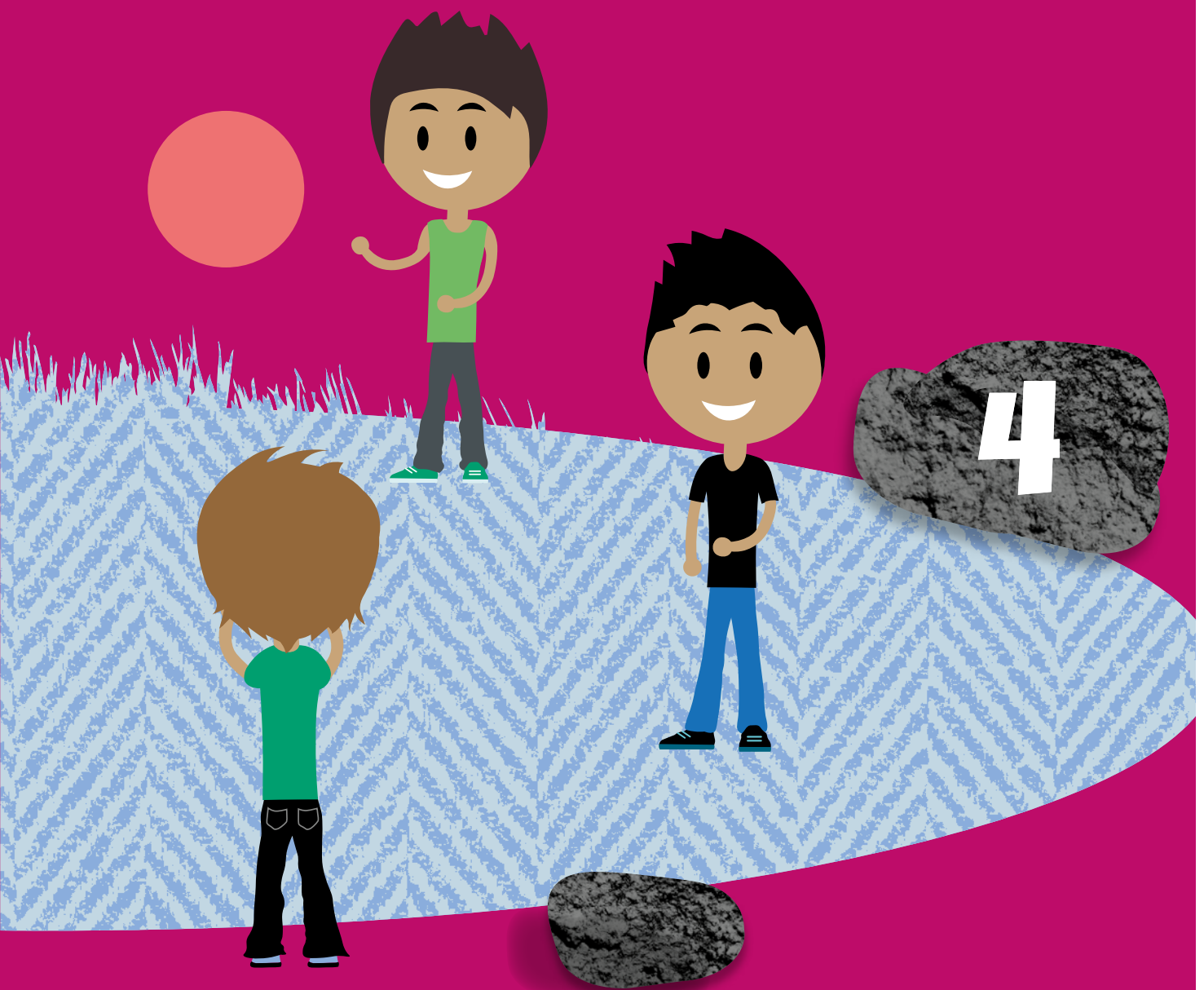
I am best at







# Me And my FRIENDS





## 4 – TASK 1

### THE THINGS I LIKE



45'

#### The task:

Draw or write down all the things that you like.

#### How you work:

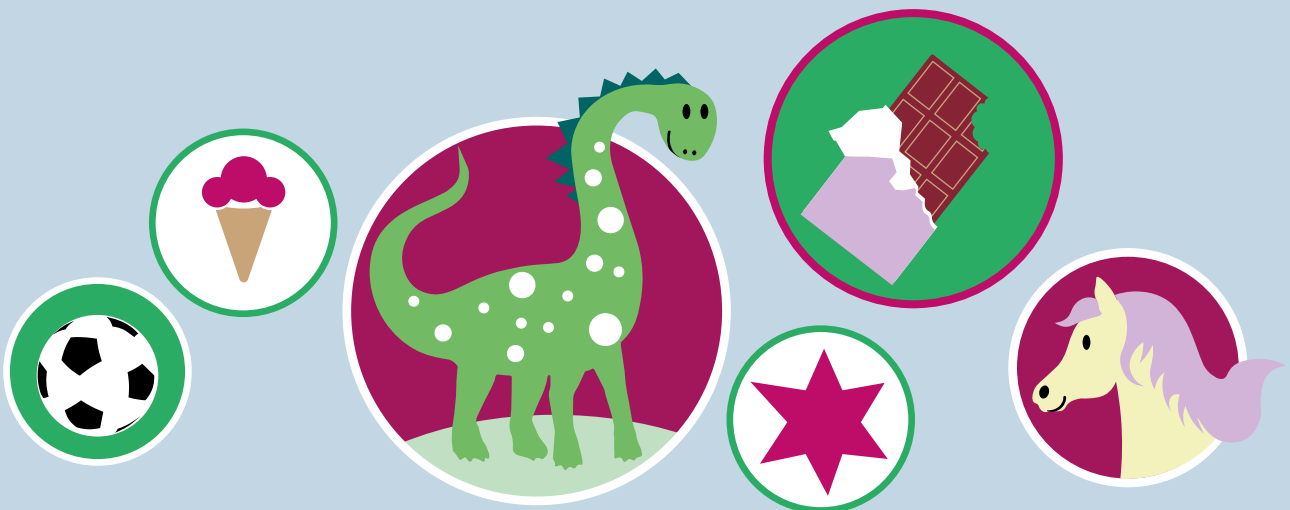
On your own,  
then in the whole group

#### Material:

- booklet,
- pencils, colours

#### Steps:

1. Think about all the things you like.
2. Draw or write them down in the empty space inside the frame.
3. You can also colour them in or underline the ones that you like particularly.
4. When you have finished, put your booklet in the middle of the classroom (on the floor or on a desk).
5. When more children are ready, you can walk around and guess which one belongs to whom.
6. Did you guess correctly? Check with your friends.





# The things I like

Draw or write a list of all the things that you like.

Do **NOT** write down your name.

Your friends have to guess who the picture belongs to.

A large rectangular area for drawing or writing, framed by a green wavy border and a yellow background. The entire page has a magenta background.



## 4 – TASK 2

### WHAT WE DON'T LIKE



60'

#### The task:

Rank the things you like and the things you don't like. Compare your results to the class ranking.

#### How you work:

On your own, then whole group, then with your partner

#### Material:

- booklet
- pencils, colours
- pictures of the things on the board

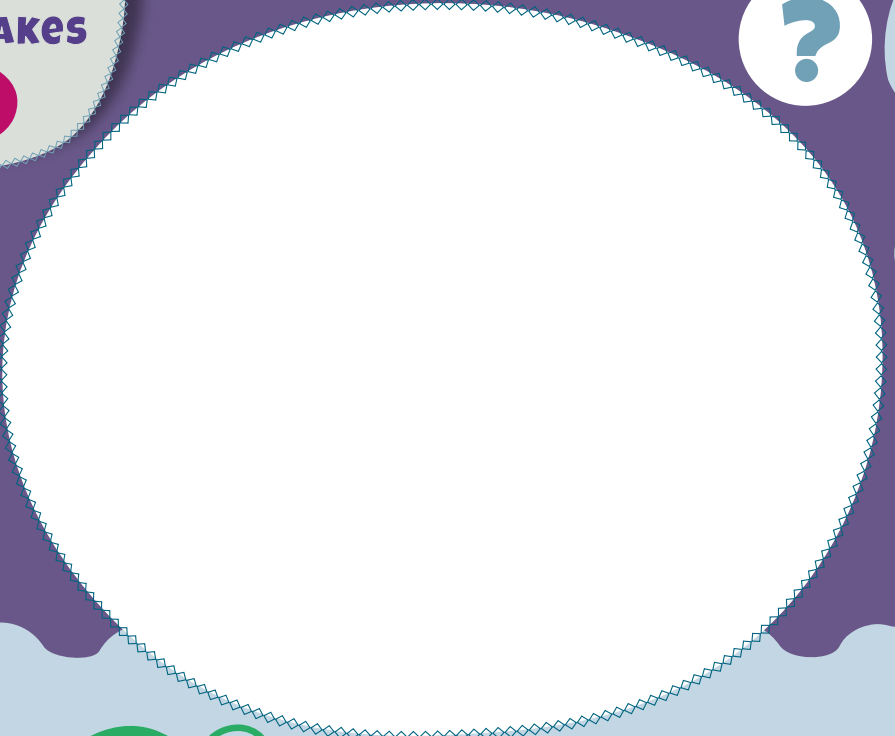
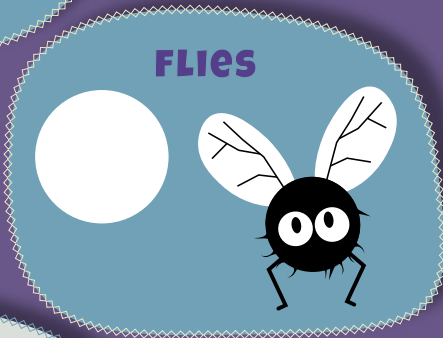
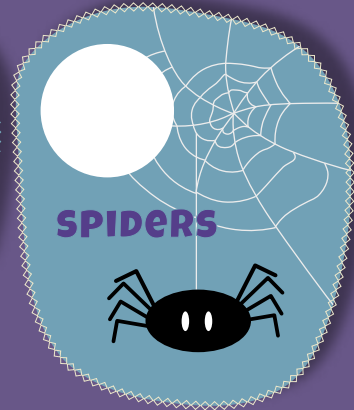
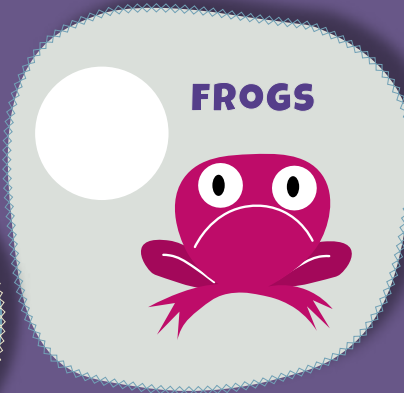
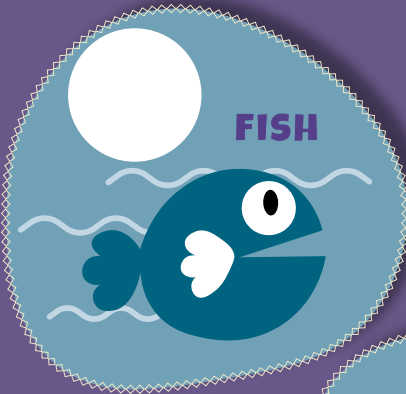
#### Steps:

1. Look at the pictures on the following page. Which things do you like? Which do you not?
2. Number the things, starting from the ones you like least (number 1) to the ones you like most (number 6).
3. When you have finished, look at the teacher.
4. The same things are written on the board.
5. Go to the board and write 1 point next to the three things you like least.
6. Together with your teacher, find out which things are least liked by your class.
7. Make a diagram of the results.
8. Fill in the class results and your own ranking. Are they different?



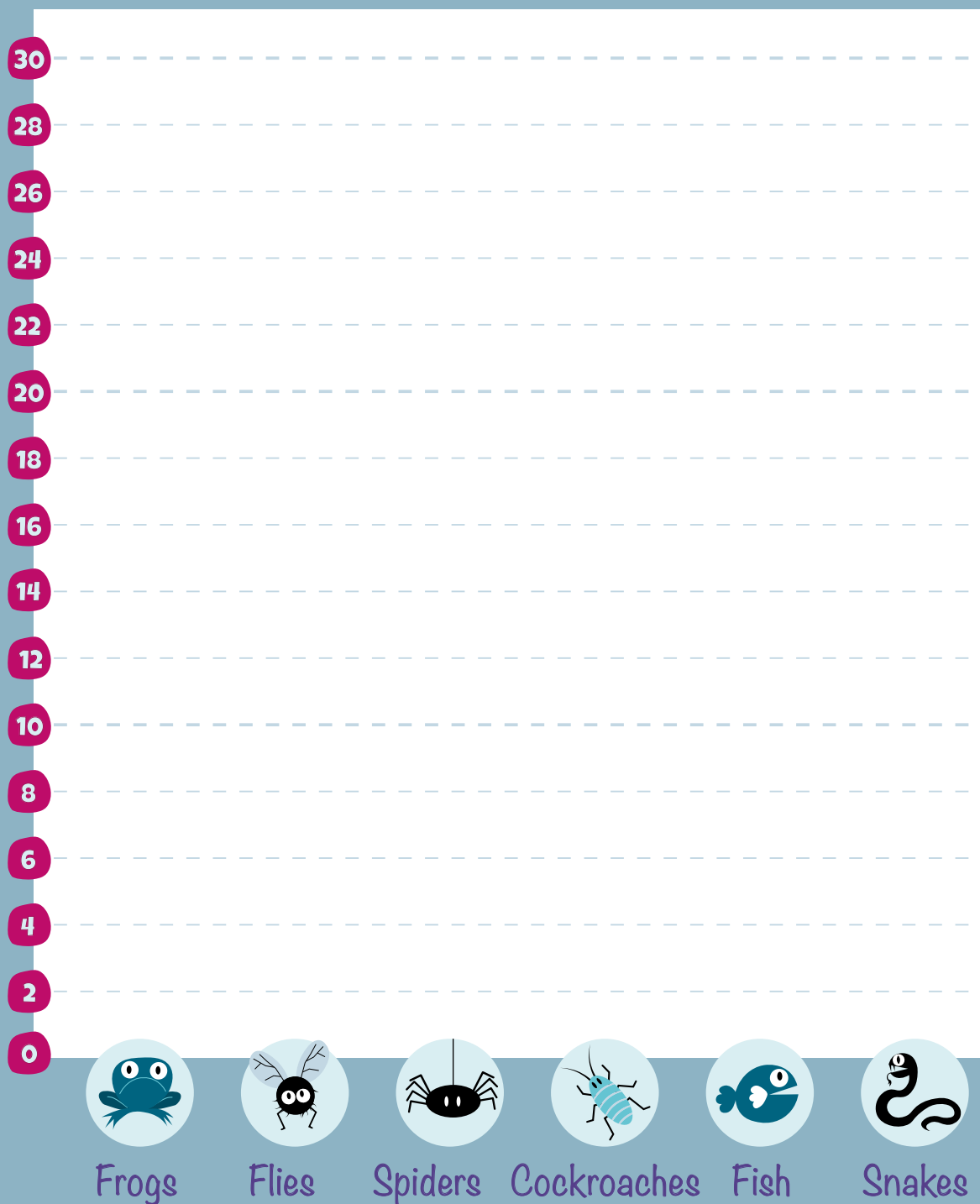


# what we don't like





## Diagram of dislikes



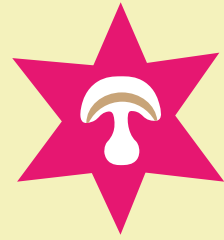
Which animals are liked least by the class?

Which animals are liked least by you?



## 4 – TASK 3

### MY FAVOURITE FOOD



#### The task:

Think about your favourite food and draw it.

#### How you work:

On your own

#### Material:

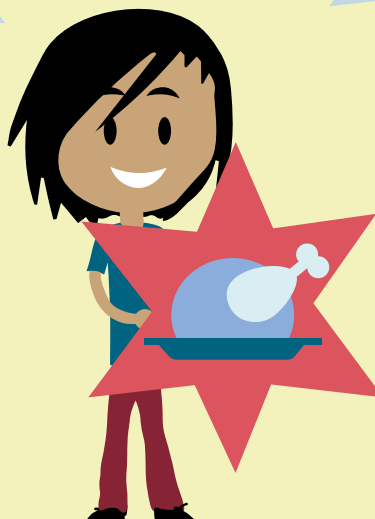
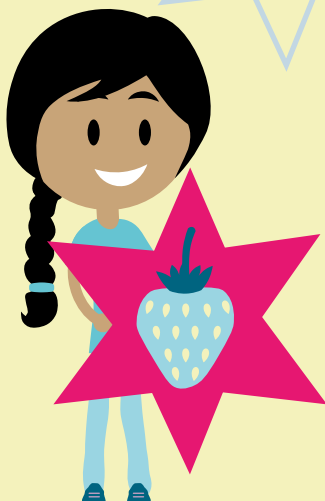
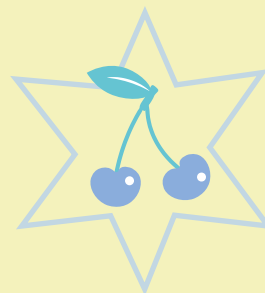
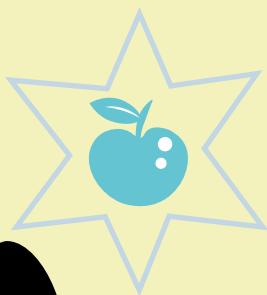
- booklet
- pencils, colours



30'

#### Steps:

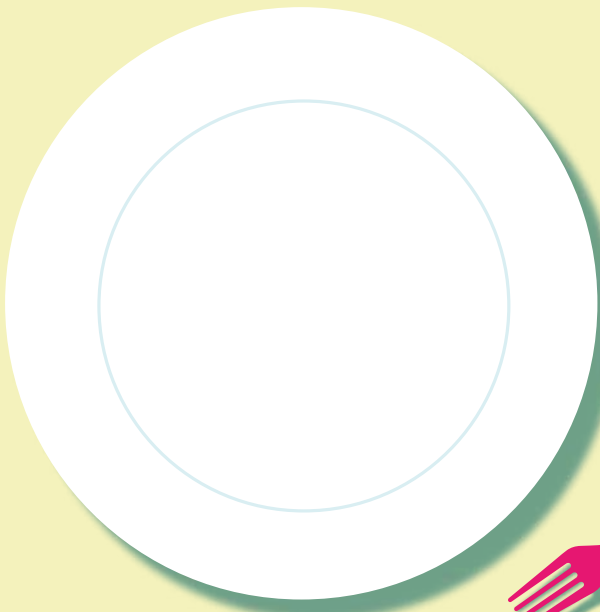
1. Think about what your favourite food is: for breakfast, for lunch, for dinner and as a snack.
2. Draw it on the next page. If you do not eat four times a day, you can draw what you would like to have.
3. Colour in or label the dishes.
4. Show your teacher when you have finished.



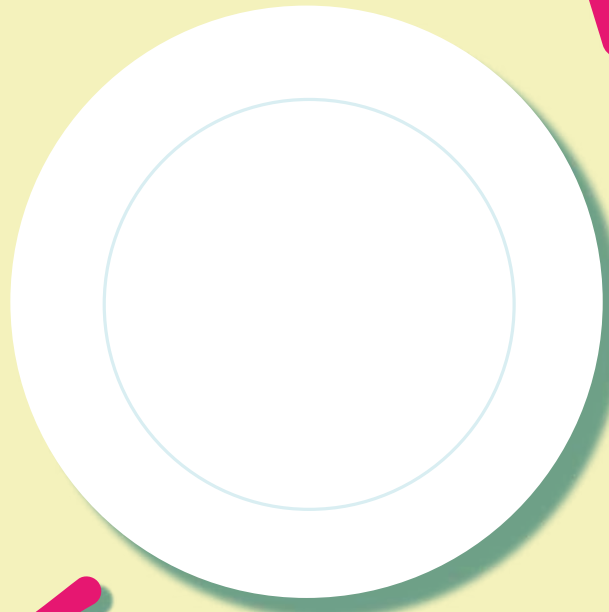


Draw your favourite food on the plates. Colour it in or label it.  
Ask 1 classmate what his/her favourite food is. Draw it on the last plate.

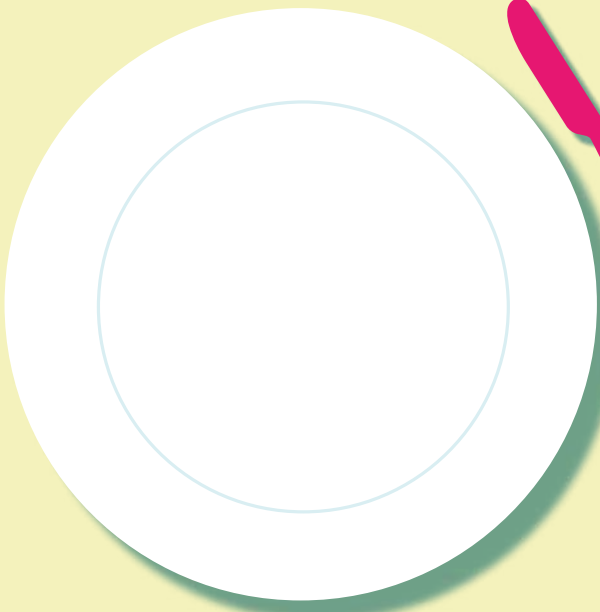
**1** My favourite food  
for breakfast is:



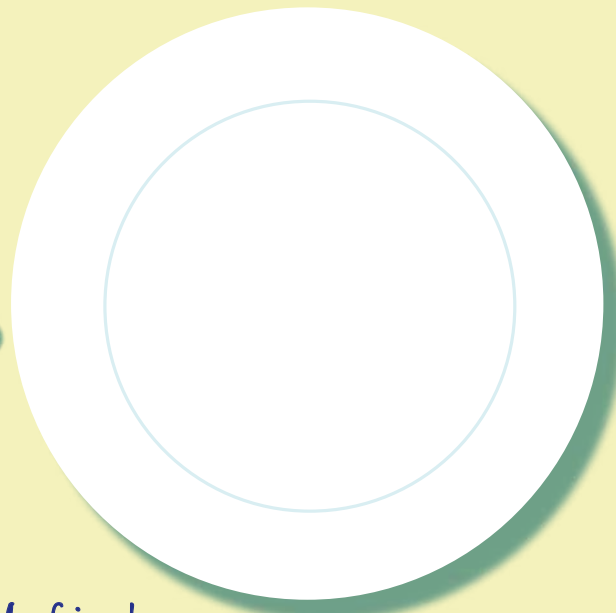
**2** My favourite food  
for lunch is:



**3** My favourite food  
for dinner is:



**4** My friend's  
favourite food is:



My friend:



## 4 – TASK 4

### I PLAY WITH MY FRIENDS



60'

#### The task:

Think about your favourite games you play with your friends. Order them into boys' and girls' games.

#### How you work:

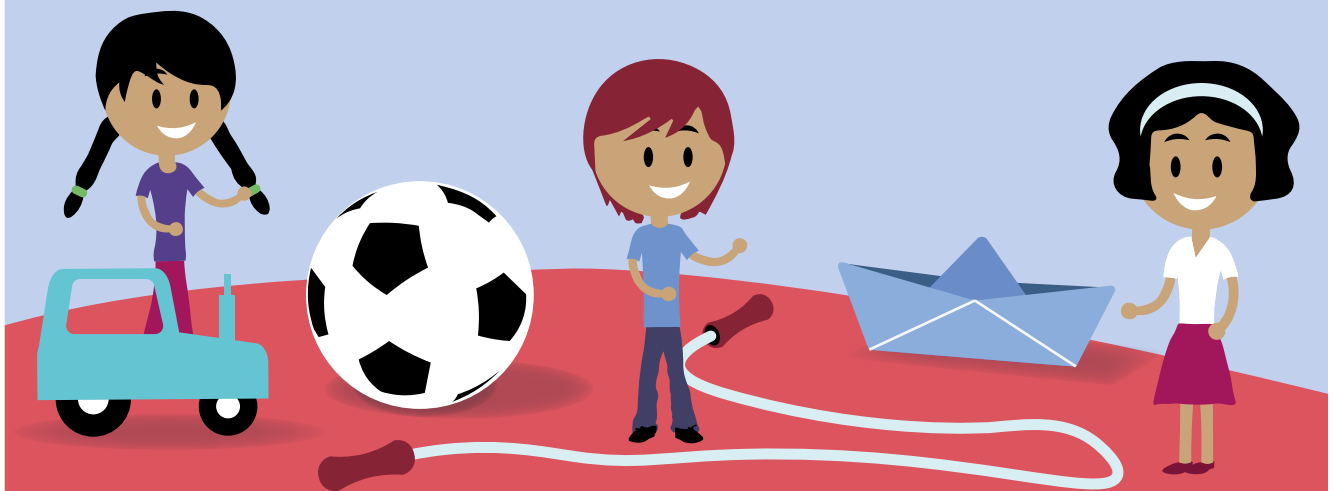
On your own, then in a group

#### Material:

- booklet
- pencils, colours

#### Steps:

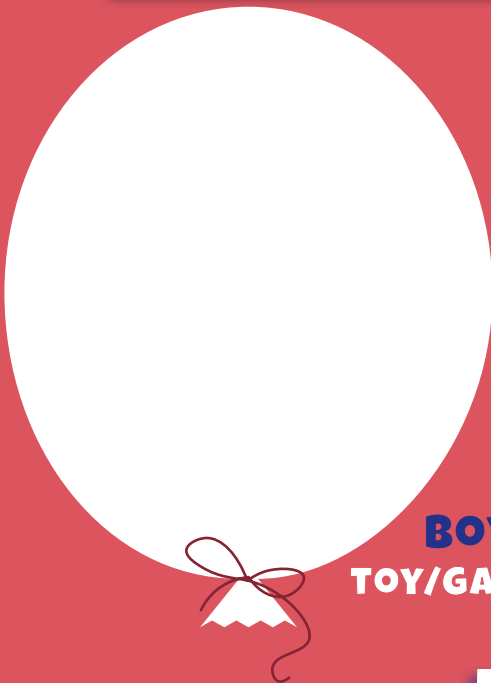
1. Draw a picture of your favourite toy or game in the middle of the page.
2. On the left hand side of your favourite toy/game, draw a typical boy's game or toy.
3. On the right hand side of your favourite toy/game draw a typical girl's game or toy.
4. Which side does your toy/game belong to? Is it more a girl's or a boy's toy/game?
5. In a group of four, talk about your results.
6. Could it also be vice versa? (e.g. could a girls' game be a boys' game? If not – why?)



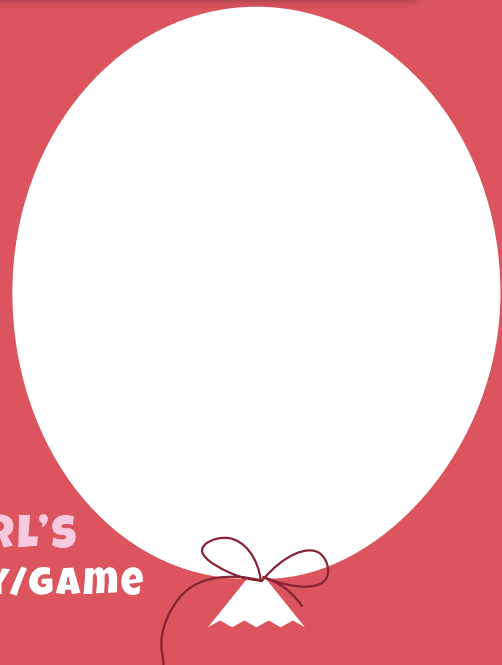


# Games for BOYS and GIRLS

## MY FAVOURITE TOY/GAME



**BOY'S  
TOY/GAME**



**GIRL'S  
TOY/GAME**

Where does your  
toy/game belong?



Can you find toys for both,  
girls AND boys?





## 4 – Home Task 5

### This is me when I was little



#### The task:

Collect information and things about yourself when you were little.

#### How you work:

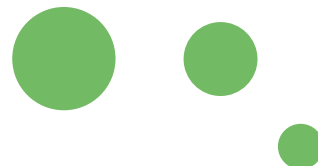
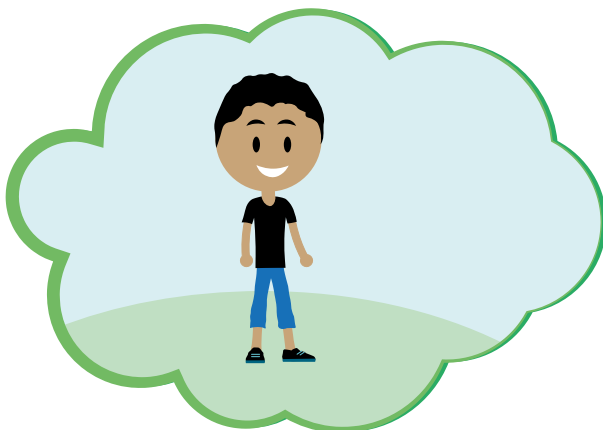
At home or in a quiet place

#### Material:

- booklet
- pencils, colours
- things you liked when you were little

#### Steps:

1. Look at the questions and pictures.
2. Ask your parents and older family members.
3. Write down or draw what you were like.
4. Collect things you liked when you were little. Do you also have a photo?
5. Bring them to school.





# This is **ME** when I was little

What I liked to eat



What I liked to play



The song I liked



My first word



My favourite place



The things I liked  
(my favourite teddy bear, game etc.)





## 4 – TASK 6

### I PRESENT MYSELF WHEN I WAS LITTLE



40'

#### The task:

Present important things about yourself when you were little.

#### How you work:

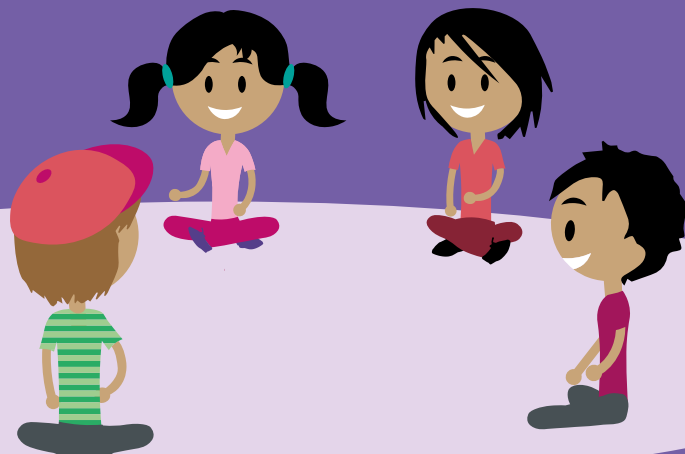
With a partner,  
then in the whole group

#### Material:

- booklet

#### Steps:

1. Compare your answers with a friend's: Are there similar things you liked?
2. Sit in a group of four.
3. One of you starts and says one thing about him/herself, e.g. "What I liked to play..."
4. Then one after the other says what they liked to play.
5. Then it is the next one's turn. He/she chooses another thing from the list. Go round the group twice.









# MY FAMILY





## 5 – TASK 1

### FAMILIES ARE DIFFERENT



45'

#### The task:

You get to know different forms of families. Then you draw your family.

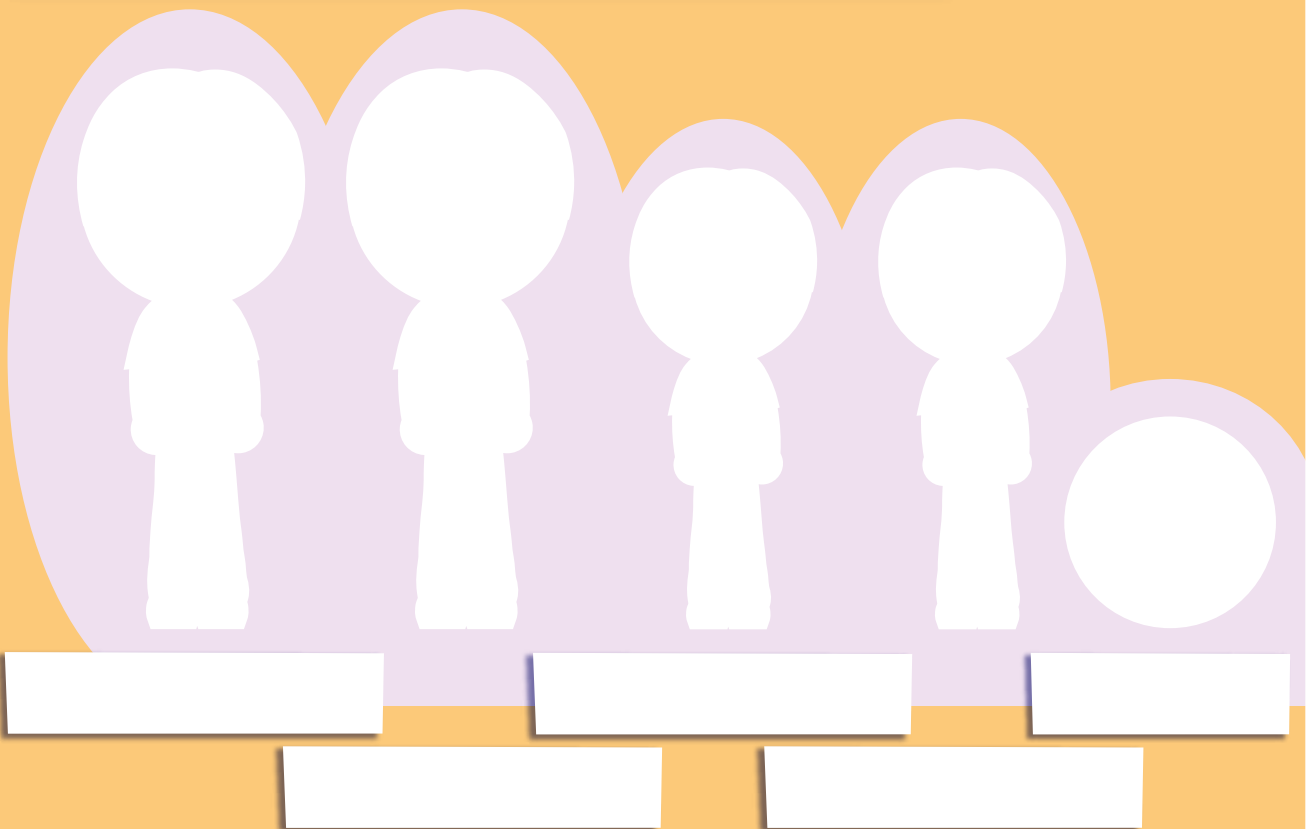
#### How you work:

In the whole group, on your own, then with a partner

#### Material:

- booklet
- pencils, colours

● Family: ●

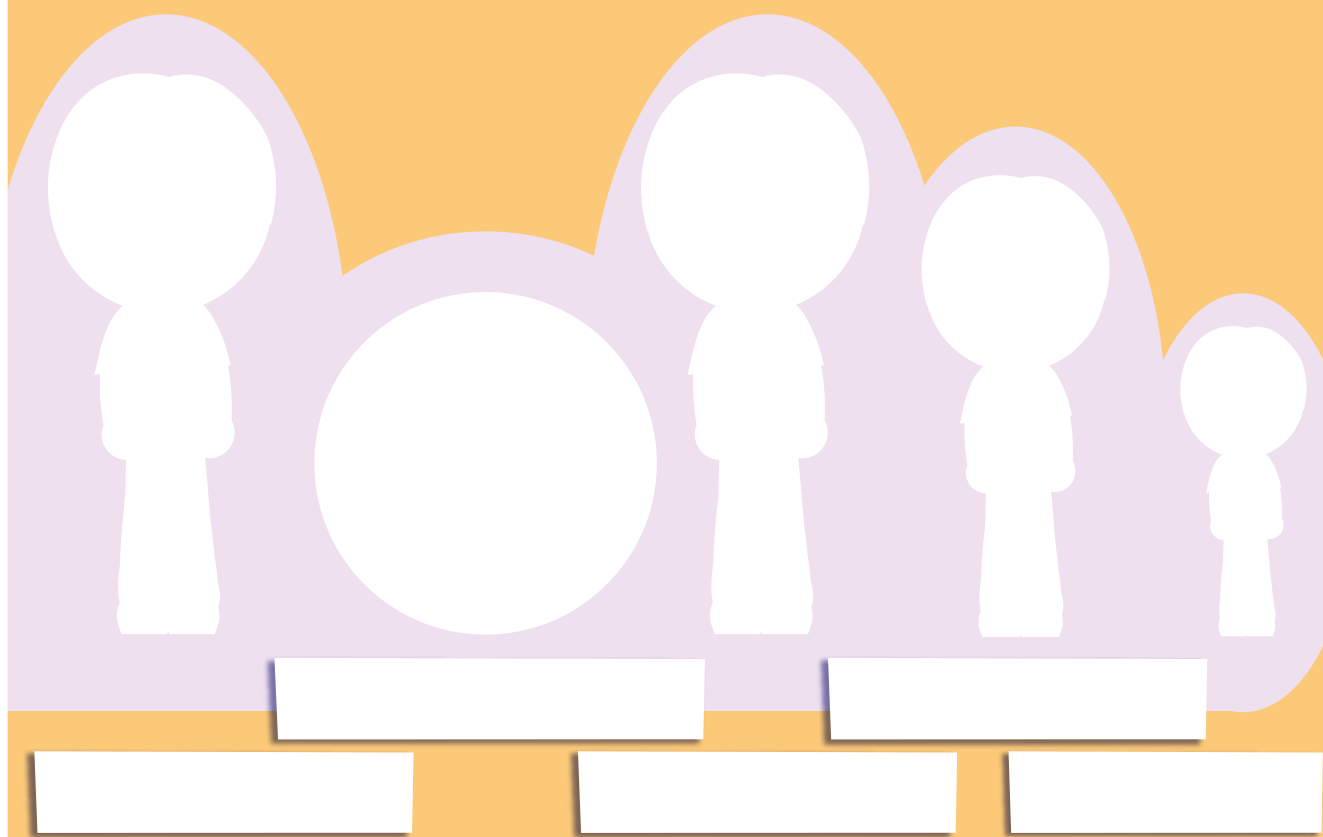




## Steps:

1. You sit in a circle.
2. The teacher says:  
“Now, all the children who...
  - have a sister or a brother... please, stand up!
  - have more sisters or brothers
  - live with father and mother
  - live with father or mother
  - feel comfortable at home
  - do not live with father or mother but with someone else
  - would like to have a family themselves when they are grown up
3. Did you like this task?  
What was it like for you, if you were the only one standing in the circle?
4. Look at the words below.  
Decide who belongs to your family and who does not.
5. Make a drawing of your family and write down who is who.
6. Show it to your partner and compare your families.

mother father cousin friend aunt grandmother uncle  
godfather godmother great-grandfather great-grandmother  
sister brother cat television horse dog





## 5 – TASK 2

### WHY A FAMILY IS IMPORTANT



45'

#### The task:

Think about why a family is important and talk about it with a friend.

#### How you work:

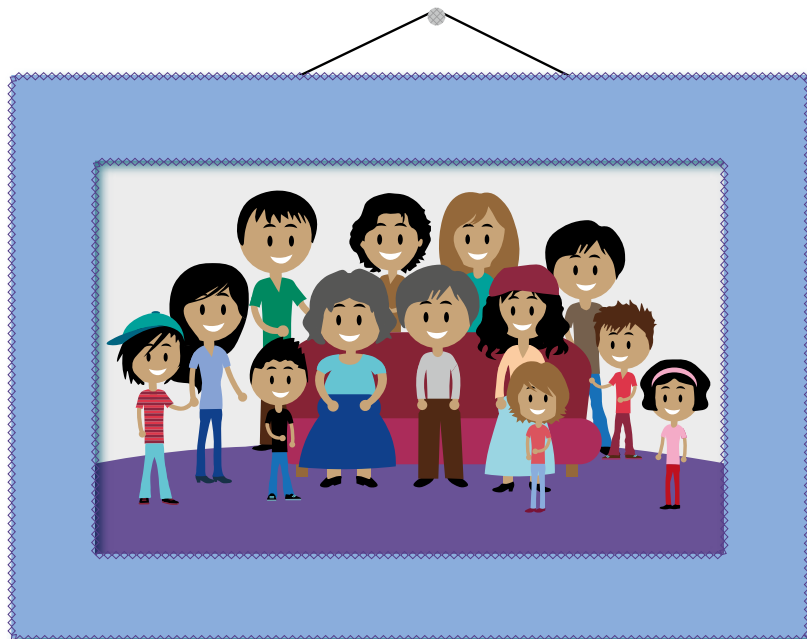
On your own,  
then with a partner

#### Material:

- booklet
- pencils, coloured pencils

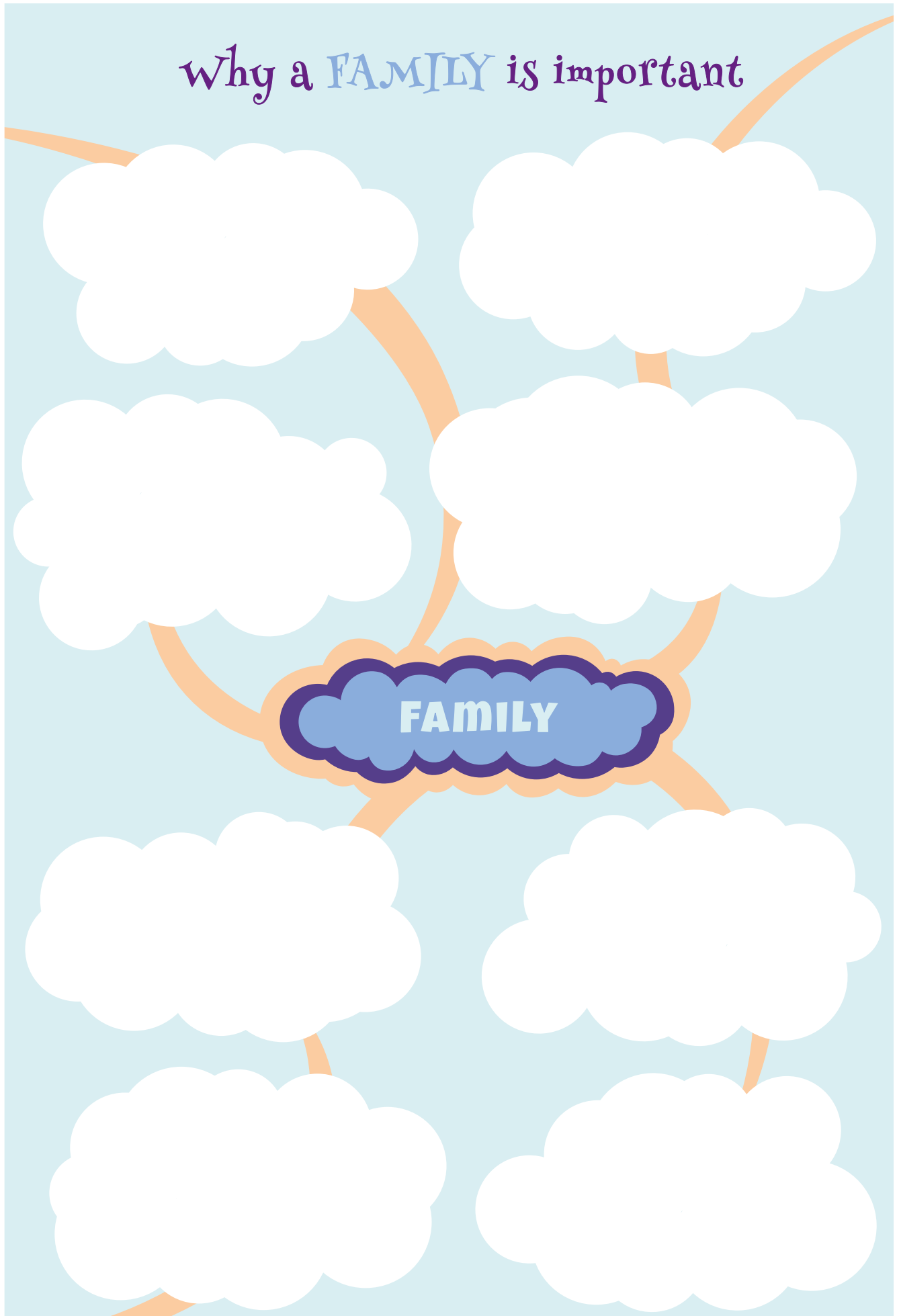
#### Steps:

1. Look at the next page.
2. Think about why a family is important. For example, “I think having a family is important because it makes me feel safe” or “I think having a family is important because I can learn a lot from them”.
3. Write or draw into the bubbles.
4. Turn to your friend and talk about your ideas.





## Why a FAMILY is important





## 5 – TASK 3

### TASKS IN MY FAMILY



30'

#### The task:

Think about the different tasks in your family and find out who does what.

#### How you work:

On your own,  
then with a partner

#### Material:

- booklet
- pencils

#### Steps:

1. Look at the pictures.
2. Think about who does this task in your family.
3. Write down their name underneath the picture.
4. Choose a colour for each person and colour the box.
5. What tasks do you do?
6. Draw the picture of your tasks if it is not there.





# Tasks in my family





## 5 – TASK 4

### CHILDREN need ROOTS, CHILDREN need WINGS!



45'

#### The task:

You understand what roots are for. You find out what your family could do to “give you wings”.

#### How you work:

In the whole group, then on your own

#### Material:

- booklet
- pencils

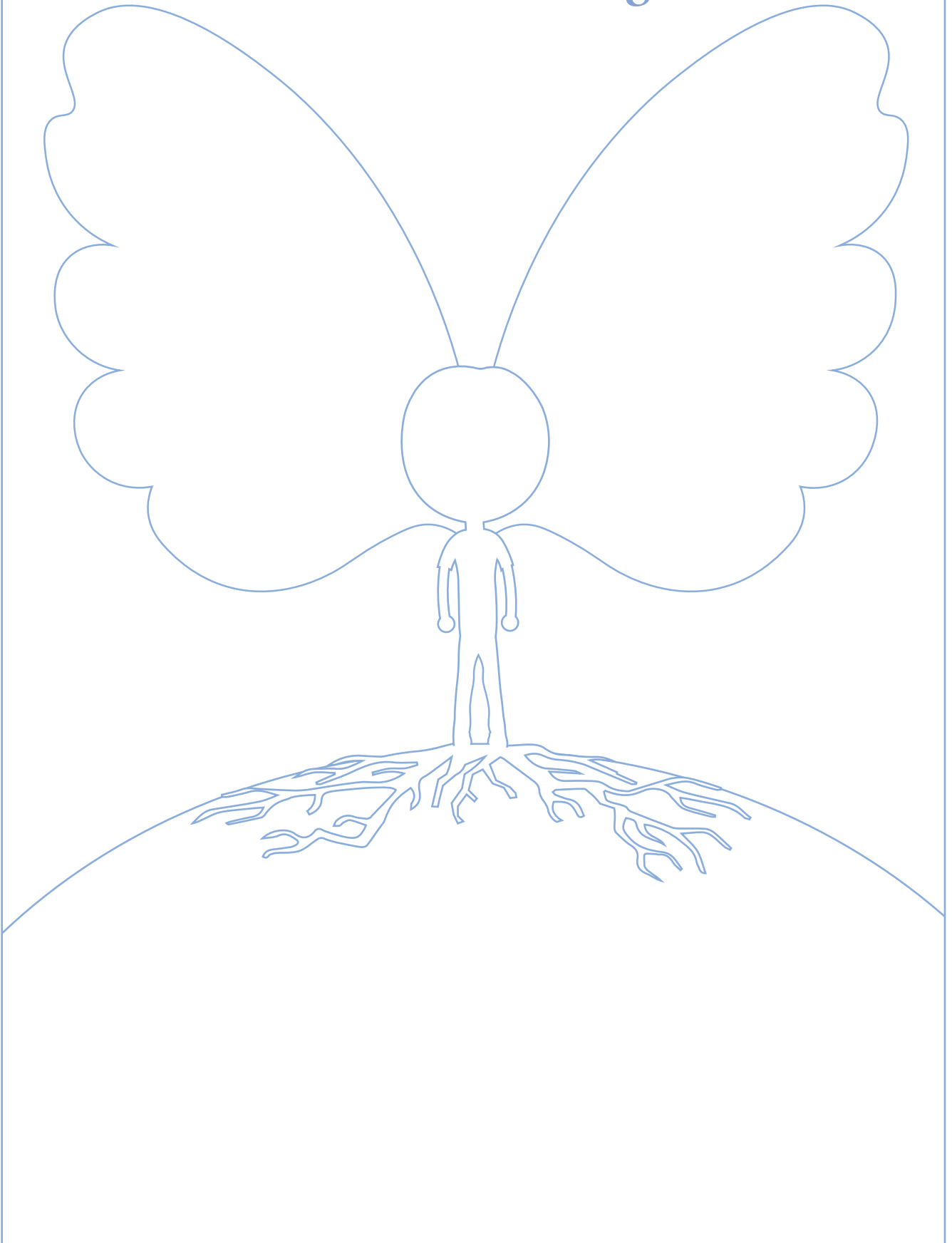
#### Steps:

1. Look at the picture of the tree.  
Do you know why trees need roots?  
And why do birds have wings?
2. Discuss together:
  - What do you need to feel good?
  - What do you find interesting?  
What are you good at?
  - What is meant with “a child needs roots and wings”?
  - Think of a situation that gave you wings.
  - Think of a situation that gave you roots.
3. Take the picture of the child.  
This is you. Draw your head on the shoulders.
4. Colour the roots and write or draw inside why you need them. Why do you feel good in your family?
5. Colour the wings of the child. Write or draw inside what your strengths are, what makes you “fly” and what you dream of.





Children need roots,  
children need wings!





## 5 – Home Task 5

### My family tree



#### The task:

Complete your family tree.

#### How you work:

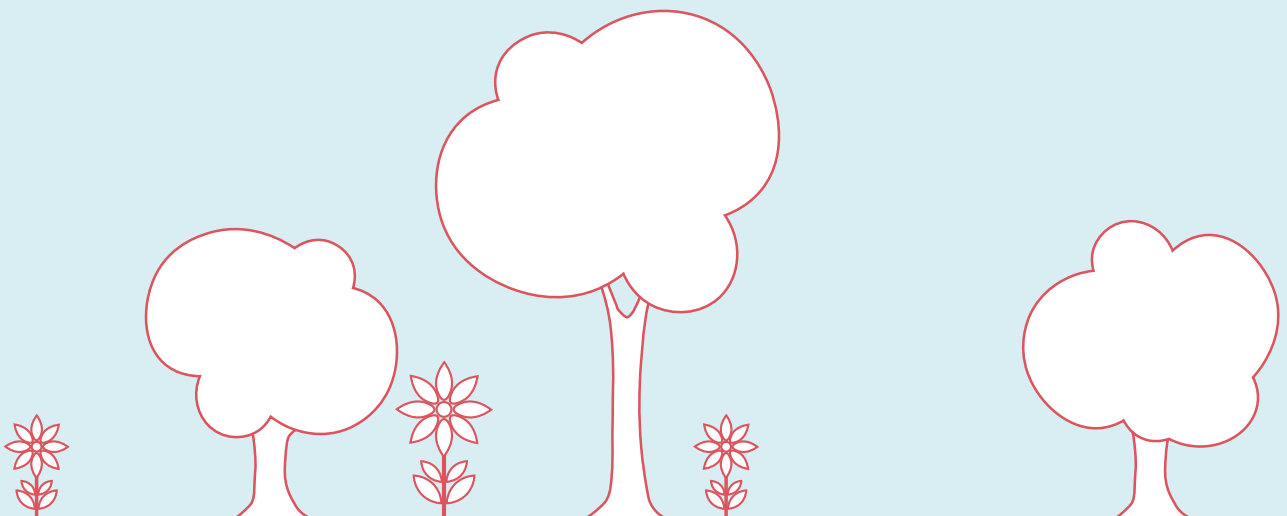
On your own at home

#### Material:

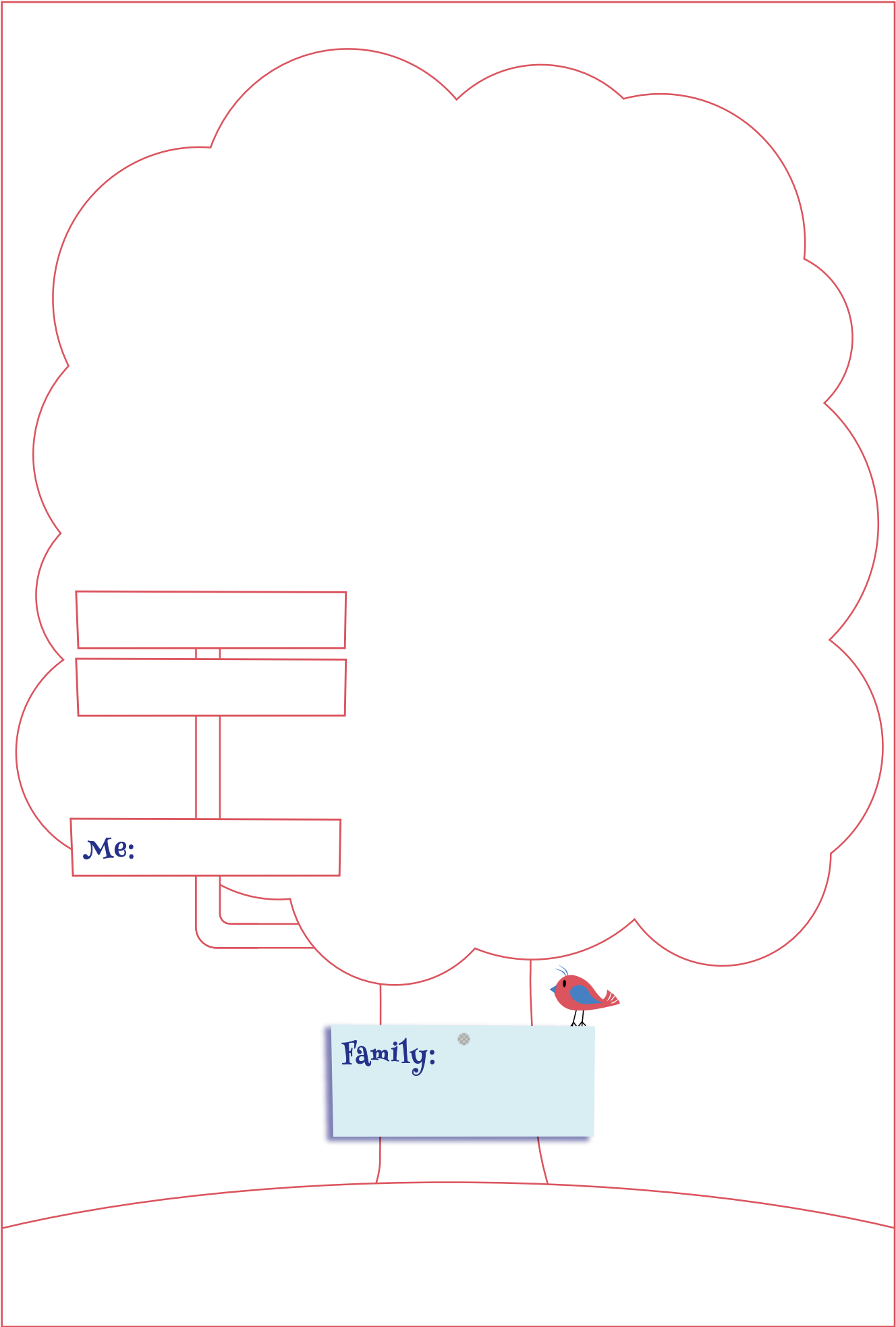
- booklet
- pencils

#### Steps:

1. Look at the family tree.
2. Write the name of your family at the bottom of the tree.
3. Write the names of your family members into the tree. You are at the bottom.
4. Ask your family members to help you.









## 5 – TASK 6

### I PRESENT MY FAMILY TREE



30'

#### The task:

You present the family tree to your class.

#### How you work:

The whole group works together

#### Material:

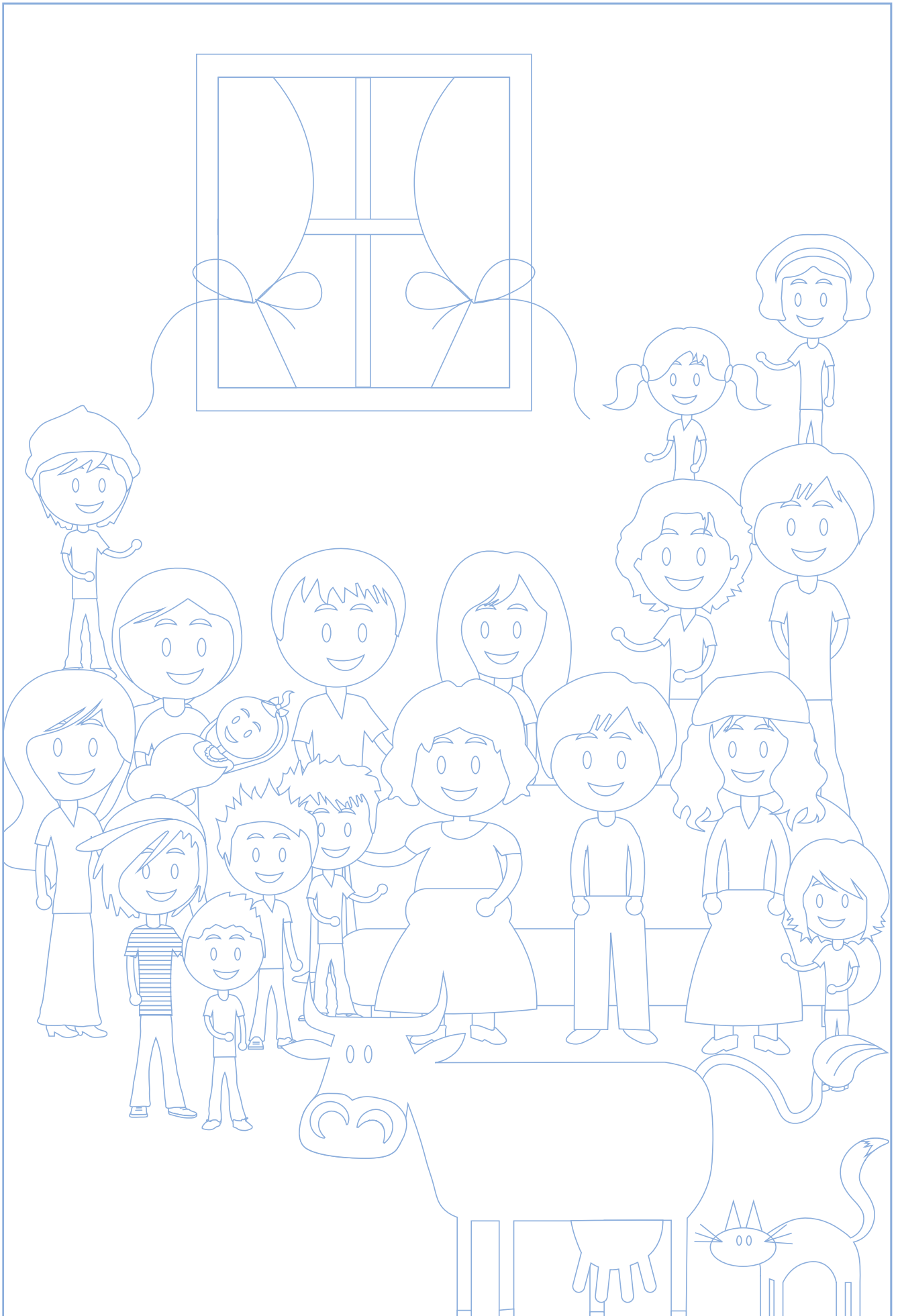
- family trees

#### Steps:

1. Put the booklets with the family trees in a circle on the floor.
2. Walk around and look at all the family trees.
3. Your teacher will start a guessing game: Whose family tree is it?
4. Are there differences between the family trees?
5. Did they guess yours?

















## 6 – TASK 1

### WHAT CAN WE PRESENT?



45'

#### The task:

Plan a celebration for you, your parents and your teachers. Decide what you want to present.

#### How you work:

On your own, with a partner, in the whole group

#### Material:

- booklet
- all material that has been produced

#### Steps:

1. Look at all the things you have produced during the work with the FACE booklet. What do you want to present?
2. You can also present a song, a dance or anything else. Talk about it with your partner. Fill in the table.
3. Make sure everybody does something.
4. Talk about it in the whole group.
5. Your teacher will write down who presents what.





# I want to present ...

The image shows three gift boxes arranged in a row. Each box is represented by a large white circle with a green outline, tied with a green ribbon bow at the bottom. Below each box is a light green rectangular label with a blue border. The central box's label is slightly offset to the right, partially overlapping the other two. Each label contains the text 'With whom?' and 'Material:' in a purple font, followed by blank space for writing.

**With whom?**

**Material:**

**With whom?**

**Material:**

**With whom?**

**Material:**

## Here are some examples:

- We sing a song together
  - We show our drawings
  - We show some worksheets
  - We make a dance together
  - We invite our guests to make something together
- For example, a drawing? A painting? A piece of handicrafts?  
A collection of the things we can do well?



## 6 – TASK 2

### WE PRACTISE (1)



45'

#### The task:

Practise what you want to present. Show it to your teacher.

#### How you work:

On your own,  
then with a partner

#### Material:

- all collected objects and products

#### Steps:

1. You start to practise what you will present. Read the checklist.
2. Find a space in the classroom to do this.
3. Do you need any materials for it? Your booklet? Drawings?
4. When you have practised, show it to your teacher.
5. Try to improve your presentation.







## 6 – TASK 3

### WE WRITE AN INVITATION



60'

#### The task:

Together with your teacher, design an invitation for your parents and your whole family.

#### How you work:

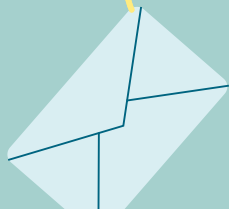
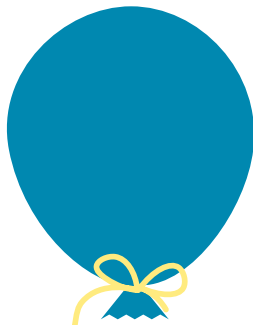
In the whole group,  
on your own

#### Material:

- booklet
- pencils, colours
- sheets of paper (coloured?)

#### Steps:

1. In order to invite your parents and your family you need an invitation.
2. Discuss together with your teacher what has to be written on the invitation:
  - What will you call your celebration?
  - When will it take place?
  - Where will it take place?
  - How long will it last?
3. Write a draft invitation on the next page.
4. Show it to your teacher.
5. Now, take a new sheet of paper and write your invitation very neatly.
6. Decorate it.
7. Let your teacher sign it.
8. Take it home and give it to your parents and to your family!







## *My invitation*





## 6 – TASK 4

### WE PRACTISE (2)



45'

#### The task:

Practise your presentation again. Show it to your teacher and to the whole group.

#### How you work:

With a partner,  
then in the whole group

#### Material:

- the material you need for your presentation

#### Steps:

1. Find a partner for your presentation.
2. Practise again with him/her.
3. Now practise it in front of the whole group.
4. Get feedback from your classmates and your teacher.





## 6 – Home Task 5

### Invite your parents



#### The task:

Take your invitation and invite your parents to the celebration. Remind them when and where it takes place.

#### How you work:

On your own

#### Material:

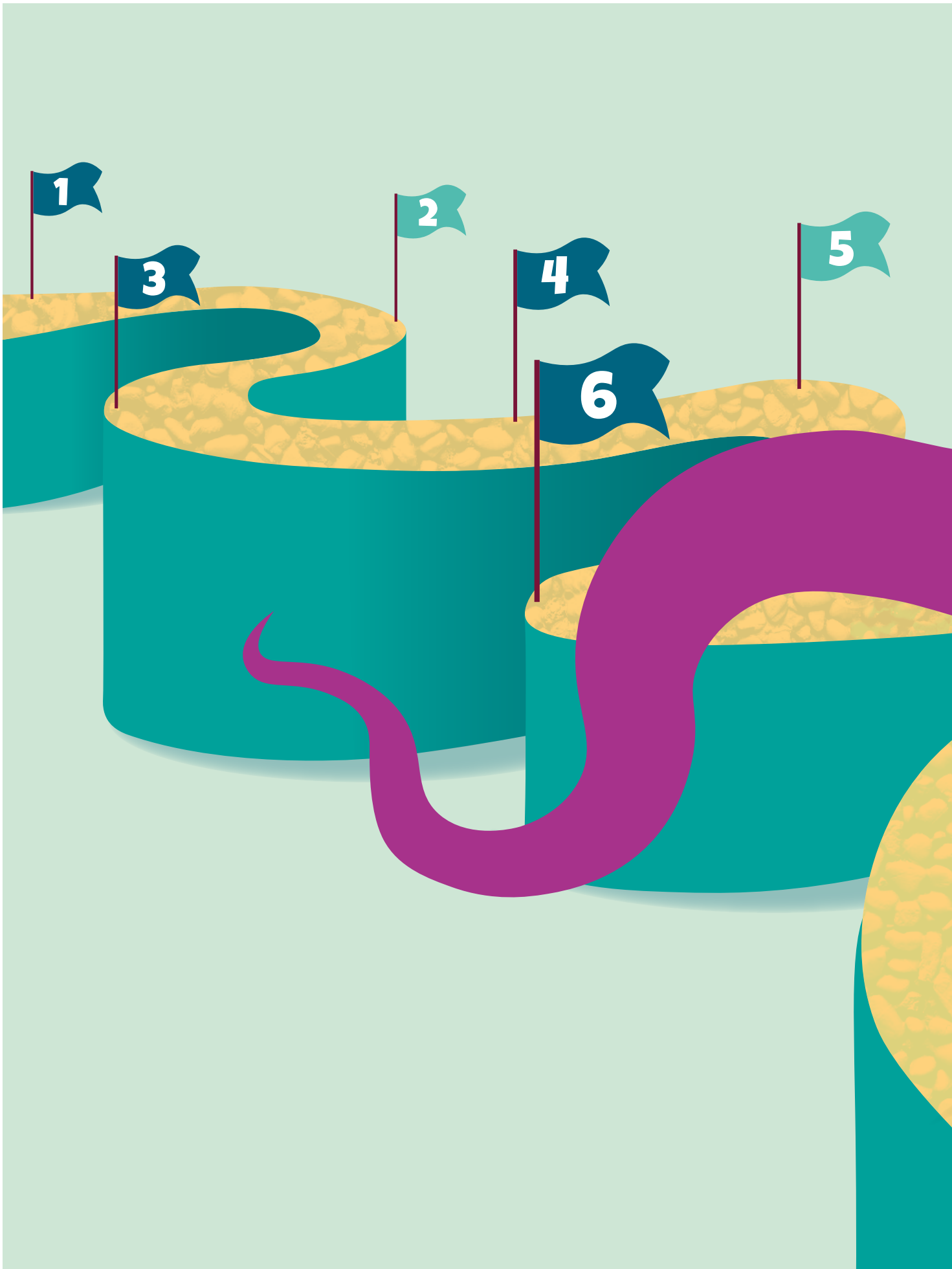
- invitation

#### Steps:

1. Take home your handmade invitation and hand it to your parent(s).
2. Tell them it is a celebration of your work in FACE which they and you contributed to with different things.
3. Remind them when and where it takes place.



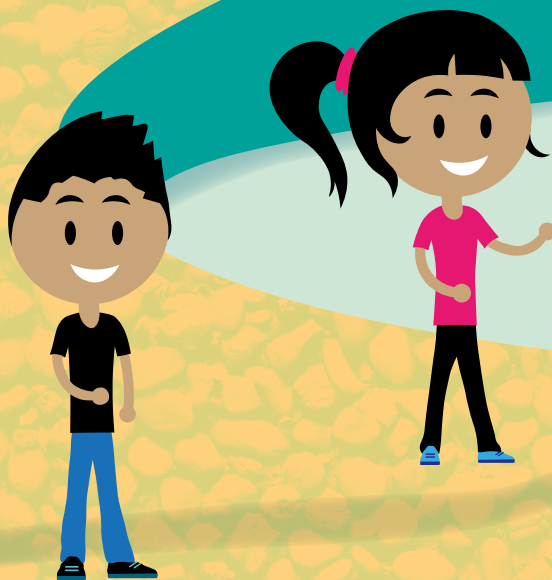






# WHAT I HAVE LEARNED WHAT WE HAVE LEARNED

7





## 7 – TASK 1

### QUESTIONS AND ANSWERS ABOUT MYSELF



30'

#### The task:

You become aware of what you have been working on.

#### How you work:

On your own

#### Material:

- booklet
- pencils

#### Steps:

1. During the past months you have thought a lot about yourself.
2. Now it is time to answer some questions about whether you enjoyed the work. Turn to the next page and always tick the face that is right for you.
3. When you have finished, quietly hand your booklet with the page opened to your teacher.





# Questions and answers about myself



1.	I liked working with this booklet.				
2.	I learned new things.				
3.	I liked working with my friends.				
4.	I understood what I had to do.				
5.	I can do some things better now.				
6.	I liked it when I had to draw something.				
7.	I liked it when I had to write something.				
8.	I liked it when I had to speak to other people.				
9.	I found it easy to work with the booklet.				
10.	I know what I am good at.				
11.	I know what I have to improve.				
12.	I know what I am not good at.				
13.	I know what others think of me.				
14.	I know where my strengths are.				
15.	I know what my family means to me.				
16.	I would like to work more on my strengths.				
17.	I would like to work more with other people.				
18.	I would like to have more help from my family.				
19.	I would like to have more help from my friends.				
20.	I would like to work more on my own.				



## 7 – TASK 2

### MY HAPPY AND SAD moments



30'

#### The task:

You become aware of what you have been working on and identify your ups and downs.

#### How you work:

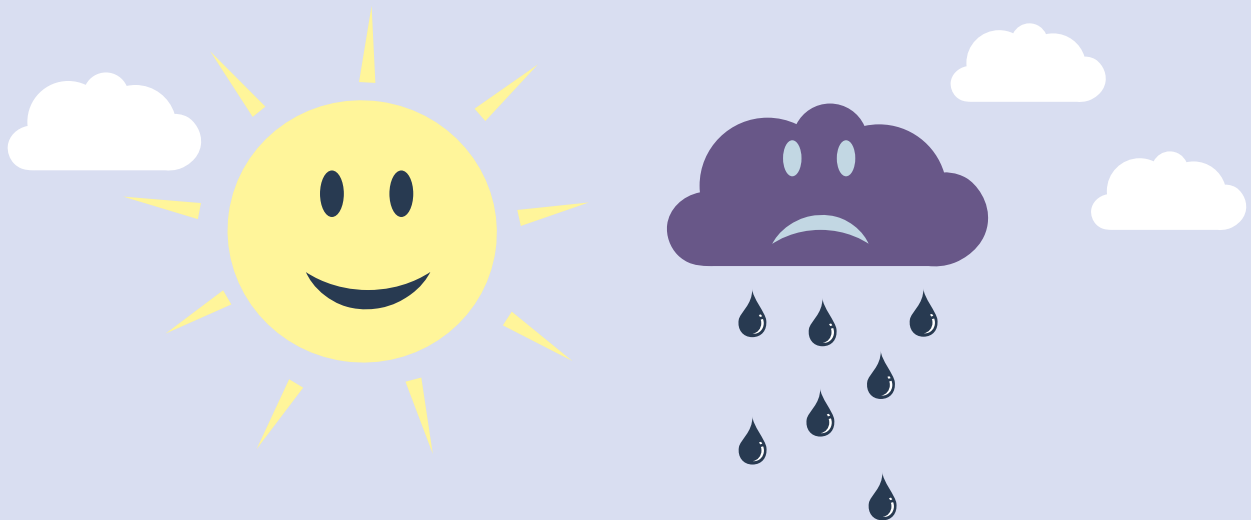
On your own

#### Material:

- booklet
- pencils, colours

#### Steps:

1. Think about working through this booklet.
2. What was your most successful moment? What made you happy?
3. Was there a moment of failure? Was there something that made you sad?
4. Write or draw these moment.





## My HAPPY and SAD moments





## 7 – TASK 3

### MY FAVOURITE TASK



25'

#### The task:

You become aware of what you have been working on and identify your favourite task.

#### How you work:

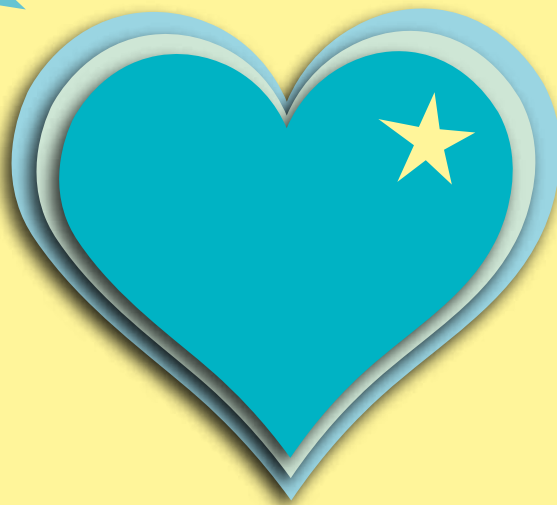
On your own,  
then with a partner

#### Material:

- booklet
- pencils, colours

#### Steps:

1. Look through the whole booklet over again. Read through all the things you have done and look at all the things you have drawn.
2. What did you like best? You can write it down or draw it.
3. When you have finished, show it to your neighbour.





*My favourite task*



## 7 – TASK 4

### MY PERSONAL PRIZE



30'

#### The task:

Design a prize for something you have done very well in the FACE booklet.

#### How you work:

On your own,  
then with a partner

#### Material:

- booklet
- pencils, colours

#### Steps:

1. Think about the time in which you worked with FACE: What are you proud of? What did you do well?
2. Design a prize for yourself and draw it on the next page. Fill in what the prize is for.
3. Draw a prize for a friend for something they have done. Present the prize to your friend.
4. Put your booklet at the front of the classroom.
5. Walk around and look at all the prizes of your friends. What do you think?





## ★ My personal prize ★

**PRIZE**

Date:

Name:

**I receive this prize for:**

Signed: \_\_\_\_\_

**PRIZE**

Date:

I give this prize to:

**for:**

Signed: \_\_\_\_\_



**YOU HAVE MADE IT!**

**YOU WORKED THROUGH  
THE WHOLE BOOKLET!**

**Congratulations!!**



### **MY TEACHER'S FEEDBACK**

This page is reserved for your teacher. He/she will write down some comments about you and how you did when you were working on this booklet.

He/she may also talk to you about this.

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Date: \_\_\_\_\_ Signature: \_\_\_\_\_