

Building their Tomorrows, Today! Sirocco! Comenius Project

TITLE	“THIS IS ME, THIS IS YOU”.
NUMBER OF PARTICIPANTS	6-8 (including 1 or 2 students suffering from mild mental retardation)
OBJECTIVES	
<ul style="list-style-type: none"> - improve self-awareness and self-esteem (be aware of one's own potential/ wishes/ interests, accept one's own weaknesses). - learn to appreciate other people considering them unique, against all prejudice. - form a cohesive team: within a group, be aware of each other's education, interests, skills and abilities as they apply to a given project, so that every member is assigned work based on their capabilities and the team accomplishes its goal successfully. - promote inclusion of all diversities. 	
COMPETENCES	Working successfully in a team, using one's own potential consciously.
MATERIAL NEEDED	Cardboard, pencils, feltpens, paint and brushes, rubbers, glue, cloth, rope, ribbons, recycled materials, poems/songs/pictures (see annexes).
DESCRIPTION	<p>SESSION 1 - A team of 6-8 students is built, to accomplish a specific goal within a period of 1-2 months. The objective is to create a successful working group, with each member trusting and supporting the other. This session also allows the teacher to gather information about every student before assigning roles.</p> <p>Students are told to bring from home those poems, songs or pictures which could better represent their own identity.</p> <p>All materials are displayed on a big table, with students and teacher sitting around in a circle (see annexes).</p> <p>Pupils are invited to create a portrait of</p>

	<p>themselves, either by: sticking whatever is needed onto one piece of cardboard, drawing something, or writing a few lines of a poem/ song. The final product should symbolically represent the “artist’s” talents, weaknesses, likes/dislikes, wishes, abilities (these portraits are not expected to be realistic. For example, a butterfly could stand for the student’s wish for freedom. Colours could be used to represent emotions or personality features). See annexes.</p> <p>When all team members have finished, the teacher starts speaking about himself/herself, showing their own portrait. In turn, students do the same (it is important that weaknesses are presented as an opportunity for improvement, even in a playful mood when possible).</p> <p>Finally all portraits are hung on the wall of the classroom where all project activities will be taking place.</p> <p>The teacher assigns roles according to each member’s abilities and skills. However, his/her final decisions are previously discussed by the group.</p> <p>SESSION 2 – (repeated every time the team meet to work on the project). All project meetings start as follows: students are given a few minutes to look at all portraits. In turn, each member chooses one, confirming that one specific quality of their mate is true (as shown in the portrait), and saying why they find this feature so special / interesting.</p> <p>SESSION 3 – Last meeting: the project is finished. Portraits are mixed up and laid on the table. Materials are also at hand.</p> <p>Each student chooses one portrait and is invited to add some piece of material, writing or picture to their mate’s portrait. After that, portraits are shown again: this time students are supposed to speak about their friends instead of themselves, about some quality or talent that so far their mates have been unaware of.</p> <p>Also, each one gets their own portrait and changes it according to what they had the opportunity to discover about themselves during the teamwork.</p>
NUMBER SESSIONS	OF 3 sessions (the second is repeated) leading the students through a bigger project of more sessions, lasting 1 or 2 months.

Annexes:

