


LIVE AND LET LIVE

Students age	12-13
General topic	“Live and let live” : mental health and its care
Leading teachers (Tartu Raatuse School)	Kadri Kosk, Elina Tsäko
Cross-curricular topics	<ol style="list-style-type: none"> 1. Environment and sustainable development 2. Citizen initiative and ja entrepreneurship 3. Cultural identity 4. Health and safety 5. Values and morality
Integrated subjects	<ol style="list-style-type: none"> 1. Civic education 2. Art 3. Drama 4. Language 5. Literature
Goals	<ol style="list-style-type: none"> 1. To support students’ personal development 2. To develop life-long learning skills: empathy, tolerance, critical thinking, cooperation, negotiation, self-expression and reflective skills, assertiveness, stress tolerance. 3. To address sensitive subjects in a safe environment and to practice different social (challenging) situations.
Hands-on activities	<ol style="list-style-type: none"> 1. Manual skills 2. Colour theory 3. Physical exercise 4. Communication skills
Links with curriculum	<p>Students are able to:</p> <ul style="list-style-type: none"> ● respect differences between humans ● value one’s own and other people’s positive characteristics, love and friendship as a source of mutual support and trust ● value consideration, honesty and sense of responsibility ● describe emotional changes during adolescence accepting their individuality ● explain the potential causes of conflict ● distinguish between efficient and inefficient ways of conflict solving ● demonstrate efficient ways of verbal sentiment expression ● practice active listening and assertiveness ● use different art tools and materials ● distinguish between different literary genres
Planned activities	<ol style="list-style-type: none"> 1. Students design their own and their family’s emblem of values, followed by introduction of the pieces and discussion. 2. Students choose the most important values, design a bouquet of values, followed by introduction of the pieces and discussion.

	<ol style="list-style-type: none"> 3. Students draw a comic strip/a visual “The most important value is...,” followed by introduction of the pieces and discussion. 4. Creative writing (fingerprint design): poem “ From the negative to positive self.” 5. Introduction of the pieces and discussion.  <ol style="list-style-type: none"> a. Example: 6. Contact improvisation (Raho Aadla) 7. Mixed media painting “ My substance.” Students together with the teachers map emotions and give them visual expression (color/symbol etc), followed by introduction of the outcome and discussion. 8. Making masks (of plaster or recycled materials). The masks are instruments in a silent play, using gestures and masks. 9. Walk in the nature “Notice”. 10. Walk in the city “Notice”.
<p>Expected learning outcomes/results</p>	<p>Student:</p> <ul style="list-style-type: none"> ● acknowledges society’s influence on a person. ● values people’s positive qualities and thinking, acknowledges and accepts individual differences. ● is aware of efficient social skills in everyday life, values consideration, honesty, responsibility and love as a source of mutual support and trust. ● takes responsibility for one’s words and actions. ● has a more clear sense of self and his/her surroundings ● is better at self-expression as well as listening to others ● is aware of color theory and its usage
<p>Evaluation/feedback/ of students progress</p>	<ol style="list-style-type: none"> 1. Self-assessment after each day: How did I do? What would have gone better? How would I have contributed more? How well did I work with others? 2. Evaluation in civic education, drama, language, literature and art
<p>Blended activities (before and after the exchange week)</p>	<ol style="list-style-type: none"> 1. Emotion blog. Students observe their emotions for 2 days. They write them down and analyze what kind of emotions dominated and why. At the end of each day, the students try to visualize their day on paper. They draw or paint their emotional journey of the day. They also add a comment where they provide a description and causes of their emotions. 2. Creative writing exercise. Students write a short story about how to step into someone else’s shoes. Each student gets the first sentence of the story and continues it accordingly. For example: <i>Today I woke up as a watermelon ...or I woke up as a squirrel etc.</i>
<p>Teachers involved (Tartu Raatuse School)</p>	