

## Not as it seems to be

tasks developing optimism, (self-)appreciation, gratitude, self-confidence, diversity, ability to judge, wisdom, empathy, critical thinking, respect, understanding, openness, sensitivity

### The bright side

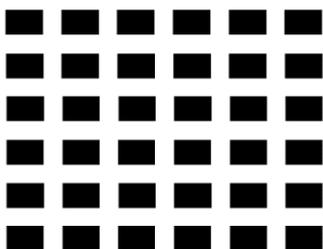
Whenever during the school year, at the beginning of the lesson or if you simply have some time ask your students to:

- say three good things that happened to them last week / yesterday / at the weekend.
- talk about what they were grateful for last week / yesterday / at the weekend.
- write five positive features of character about themselves. And then add five more.
- say three things that always make them smile / that made them smile yesterday.

### Illusion only

Show students different kinds of illusions. Below you can see two examples: on the left there is The Herman Grid (at corners of squares you can see grey circles), on the right there is Cornsweet illusion (the left side appears to be a little bit darker even though they have the same colour). Ask students:

- Are the grey spots really there? Is the left side darker than the right one?
- What do you think about such illusions? Do they teach us anything? Do you know any other illusions like this?
- Have you ever had a wrong impression of someone which you changed after some time? Was it a positive or a negative change? Describe the situation?
- Has someone ever had a wrong impression of you? Why? Who was it?
- *Never judge a book by its cover* – what does this proverb mean? Is there a similar one in your language?



## Gallery tour

Ask your students to work in pairs or small groups and come up with all the possible explanations for the following situations:

- She never smiles.
- He doesn't have any friends.
- He often avoids me in the corridor.
- One student is very talkative.
- They don't read any books.
- She often forgets to do homework.
- My friend doesn't want to go out with me.

## Don't stereotype me

Use project *Judging America* by Joel Parés. He portrays people in two different circumstances: one a neat and not controversial, the other one causing controversy, fear and stereotypes.

1. Students work in pairs. Each pair of Ss receives a different picture and tries to answer a set of questions asked by the T.
2. In random order Ss show their portrait and talk about the person.
3. Ss confront two portraits of the same person.
4. Ask Ss to finish sentences like

*I am a boy so...*

*I am from ... (Poland) so...*

*I am not 18 so...*

5. Ss watch the video <https://www.youtube.com/watch?v=4iZc8SuWML8>
6. Ss change the sentences from the first part of the task
7. Reflection stage

(\* link to the full description of this task <http://en-joyenglish.weebly.com/co-on-je-na-347niadanie.html>)

## My childhood possessions

1. Show students a set of pictures and ask them to describe the pictures, then guess what they have in common. When students arrive at the conclusion that these are toys, ask them if they have toys like this or they used to have them. Then follow with additional questions which students analyse in pairs.

*What kind of toys did you play with when you were a child? Which one was your favourite? Do you still have it? What happened with it?*

*What toys do children nowadays play with? Are they similar to toys from your childhood?*

*What about children around the world? What kinds of toys do they have?*

2. Show students the pictures from the project by Gabriele Galimberti

<http://www.featureshoot.com/2013/03/photos-of-children-from-around-the-world-with-their-most-prized-possessions/>

3. What surprised you about the photos? Are there any similarities between the pictures? What are the differences?
4. Do you think the children wanted to share their toys with the photographer?

