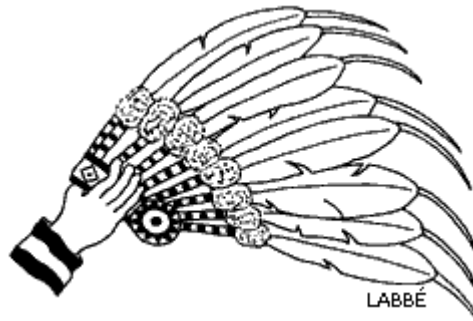


Worksheet 1:

Chieftain



Strong and powerful people do not always make good chieftains. They have to have the right attitude, as a good chieftain needs to persuade his people that his/her ideas are good. Are *you* a good chieftain? Read the questions below, choose one of the answers and write down the corresponding letter of the alphabet. At the end, on the basis of your scores, you can see whether or not you are ready to take on a leadership role.

1. ***You are part of a group that has a difficult task to solve. How do you feel, when someone has an idea that is better than your own idea?***
 - A. Threatened.
 - B. Awkward and embarrassed.
 - C. Curious und open-minded.

2. ***You are in a group that is working on a large task. How do you see your own ideas in comparison with those of the others?***
 - A. Your ideas are not good enough.
 - B. Yours are better.
 - C. Yours are just as good as the others, however not any better.

3. ***You have finally come up with another good idea and you want to tell the others enthusiastically about it. What happens?***
 - A. Like always, they simply do not listen to you.
 - B. They listen to you, but again they do not understand you.
 - C. They listen to you and also understand what you want to say.

4. ***You have been working for a long time on a solution to a task. Unfortunately, no one has praised you nor said anything about that. What do you do?***
 - A. You are discouraged and give up.
 - B. You stop working on that task and start on a new task.
 - C. You finish the task to the end, because you want to.

5. ***You are to work in a group, but not as the chieftain. How do you feel?***
 - A. Good, because you do not have as much responsibility.
 - B. You feel like a dim-wit, because you are not the chieftain.
 - C. You are just pleased to be part of the group.

6. What happens, when you want to do something and it goes wrong?

- A. You have the feeling that the situation is too much for you.
- B. You drop everything, because the others wouldn't see how good you are.
- C. You try to learn from your mistakes. That can help you in the future.

7. You are responsible for a group and a task. What do you do?

- A. You let the others do most of the work.
- B. You do everything on your own. Only then will you be sure that everything goes well.
- C. You give each person in the group a job to do (even yourself). In this way, everyone can make a contribution.

8. How do you feel, when you work with people who come from a completely different ethnic origin than your own?

- A. Uneasy, because they are different in all respects.
- B. Superior or inferior.
- C. Broad-minded and considerate of others.

9. How do you react when someone gives you honest criticism?

- A. You also feel disappointed with yourself.
- B. It annoys you.
- C. You think about how things could go better.

10. Things do not go as planned. What do you do?

- A. You are still depressed about the errors even later.
- B. You look for a scapegoat for the errors and you think that you did everything right.
- C. You look for new ways of doing things and think about next time.

Scoring:

If you have 7 or more answers with A's. You need more self-confidence, if you want to be a good chieftain.

If you have 7 or more answers with B's: Think about whether, it wouldn't be better to trust others more often, because they are actually not all that dumb.

If you have 7 or more answers with C's: You get along well with most people. And you have an idea about what is important and not so important. That is the right attitude to have for a good chieftain.

(Source: <http://www.labbe.de/zzebra/index.asp?themaId=665&titelId=4477>)

Worksheet 2:

SOS! Rescue me!

(Drama exercise)



Preparation: Before this exercise is started, newspapers (representing the rescue life rafts) should be laid out on the floor. There should be just about as many newspapers out there as necessary so that the pupils have the bare minimum amount of room on the newspapers. After each round, another newspaper will be taken away.

The children should imagine that they have just been shipwrecked and that they are in the middle of the ocean. Far and wide, no other ship or island is in sight... Like in the sinking of the *Titanic* there are only a few life rafts, which however are not sufficient for everyone. The water is ice-cold and full of sharks.

The teacher or a child keeps watch and when he/she calls out "shark", they all must try to be rescued by getting onboard one of the boats. The teacher or child keeping watch counts to three. The children must also help other children, as they can only row the boats to a distant island if they work together. If a leg/foot/hand etc. touches the floor: (i.e. the imaginary water), this person is eaten by a shark and is eliminated from the game.

(Source: Kaposi, László (szerk.) (1992/1999): Játékok a Drámapedagógiai Magazinból. {Game from the Drama Pedagogy Magazine.} 1999/különszám, 1999/2. szám. In: <http://www.drama.hu/DATA/1/elet.pdf>)

Worksheet 3:

Show, guess and tell!



Preparation: For this class session, the children should bring three or four objects from home, that are small, but nevertheless important to them. They can even be trinkets, that for one reason or another, they are emotionally attached to. (For example, they got this object from a person who is very special to them or on the occasion of a special event or perhaps they found it, etc.)

The objects brought to class are placed on a table and covered up. The teacher chooses one object and gives it to a pupil, who is to try to guess who it belongs to and how and under what circumstances the child-owner ended up with this object. Several children can guess, before the owner gives the "solution". The pupil who has the right "answer", can then choose the next object and show it to the other pupils.

It is important that the child who owns the object should not "give himself/herself away" during the guessing sequence. It should also be stressed, that the children should listen carefully and patiently to one another.

Finally, the child the object belongs to, should think for a second and then tell the real story behind the object.

Variations: the individual owner himself/herself show his/her object and without saying anything, lets the others guess why it is so important to him/her and under what circumstances they ended up with that particular object.

(Source: Kaposi, László (szerk.) (1992/1999): Játékok a Drámapedagógiai Magazinból. {Spiele aus dem dramapädagogischen Magazin.} 1999/különszám, 1999/2. szám. In: <http://www.drama.hu/DATA/ja1/hogyker.pdf>)