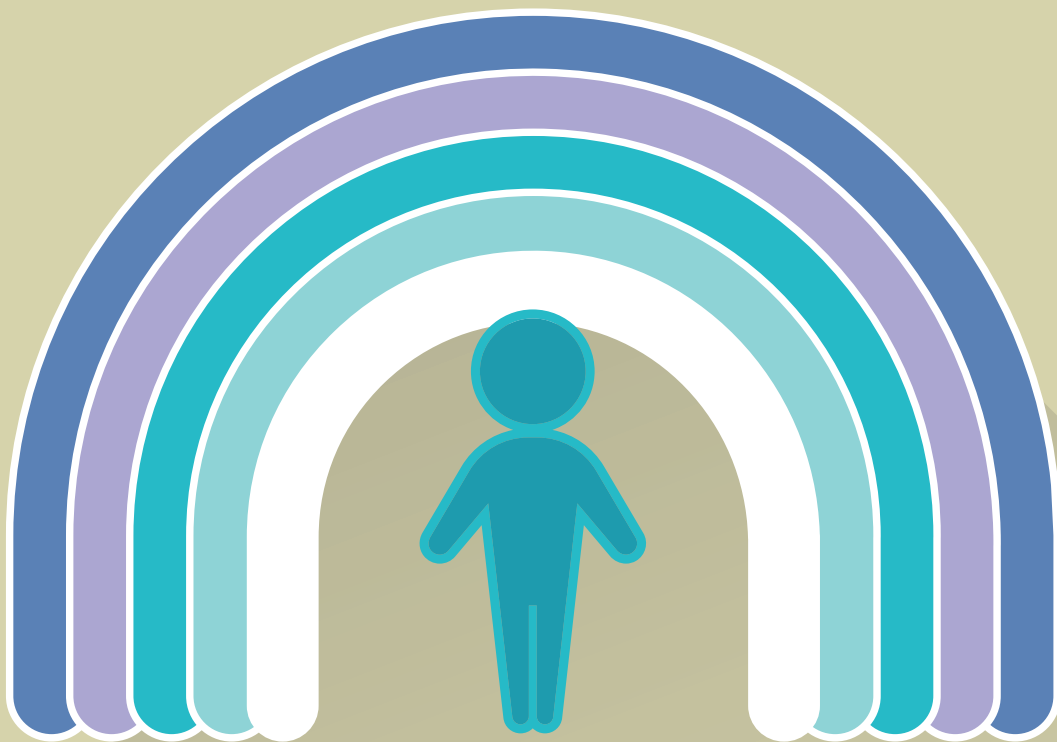


10

**A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 10**



This publication was developed as part of the Swiss projects of the Department for International Projects in Education of the Zurich University of Teacher Education, who coordinated production, design and editing of all materials.

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GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 10" is a manual for teachers who teach transversal and life skills to students. It focuses on how to teach the transversal skills that are needed for the development of physically and mentally healthy students and supports the development of their personal identities. These life skills and competencies include those that children and adolescents need in the different school and life situations that they will encounter in their present and future lives, both private and professional.

What are life skills in Personal Development?

Life skills include competencies and skills within different personality spheres.

These include:

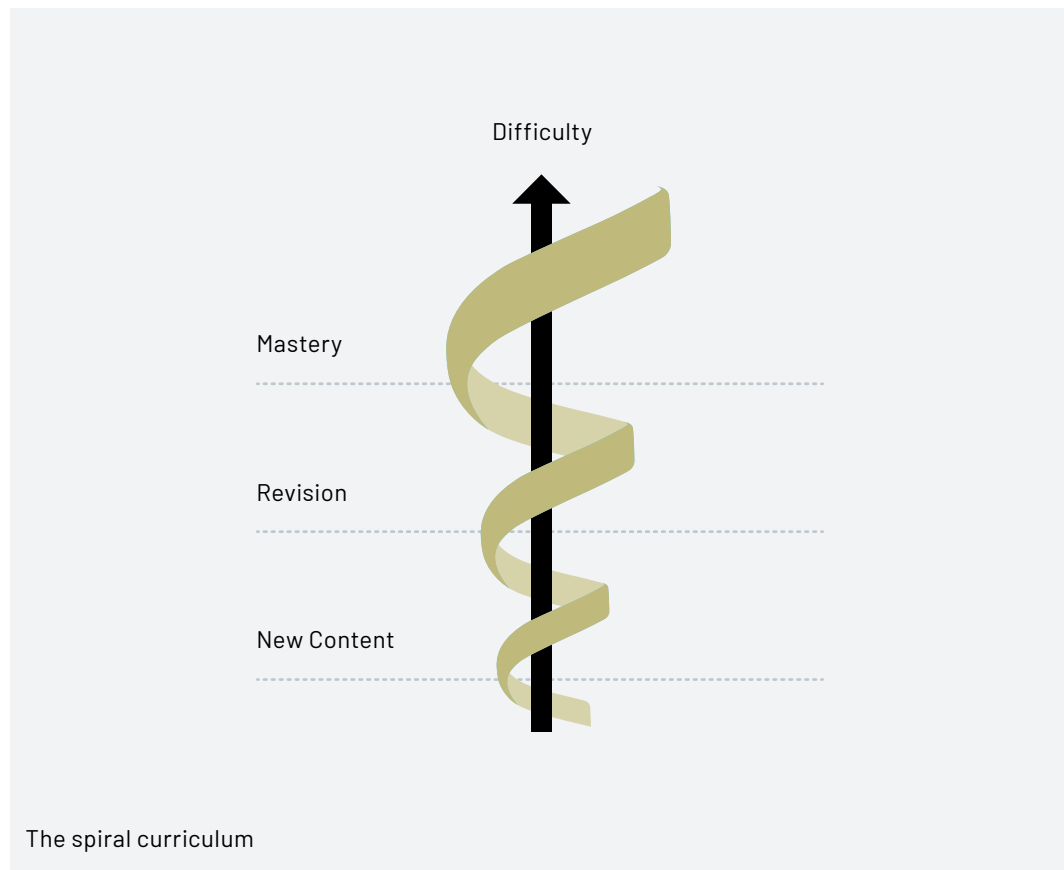
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility, decision-making skills and self-reflection skills;
- **Emotion-regulating skills** such as dealing with emotions, dealing with stress and conflict-solving skills.

The skills used in this personal development programme follow the framework of the World Health Organisation's definition of skills that individuals need for success throughout the course of their lives (2001). It is important to note that all life skills overlap with each other and can best be supported through a holistic approach. Cognitive skills can never be fully trained without focussing on social and self-awareness skills, emotion-regulating skills can never be trained without also taking into account social skills and so forth.

Personal development skills as an integral part of school and life

Personal development and life skills education is embedded in all school subjects and is always connected to learning content that is relevant to the individual at his or her current stage of development. The content and tasks in this personal development programme are targeted at different age groups and grades. Throughout the curriculum of compulsory schooling, teaching life skills becomes more and more complex, following similar topics each year and focussing on the same skills throughout the entire time at school. Life skills education is built up progressively from an early age onwards, starting at the entry point into the school system at kindergarten or primary school and

lasting until the end of compulsory education. During the course of the students' school lives, personal development skills are taught through a spiral curriculum: they are repeated in each school year, but each time at a more complex level.



The spiral curriculum of personal development and life skills education can be described as an approach that presents different key concepts for learning with increasing degrees of complexity throughout progressive school years. Following the paradigm of the early educationalist and psychologist Jerome Bruner that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Bruner 1960), the spiral curriculum is the underlying pedagogical principle of this programme. Information, topics and tasks are introduced to children at a young age and continually reintroduced, reinforced and built upon. Not only will proficiency in the different life skills be developed in an adaptive learning method, but the meaning and significance of what is taught also becomes an integral part of the programme. This spiral curriculum includes ideas, principles and values that are significant to the students as they mature, and to wider society as a whole. Thus, this programme also follows the approach and paradigm of lifelong learning.

How are the different skills organised?

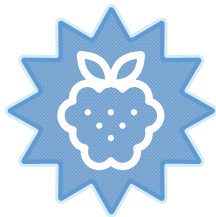
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**Module 1**

"Self-knowledge and knowledge of others" emphasises self-knowledge and self-esteem, exploration and self-evaluation of personal resources, family as a value, responsibilities, gender roles, stereotypes, assertive, non-conflictual and non-violent communication, volunteering, etc.

**Module 2**

"Ensuring quality of life" emphasises integrity, efficient resource management, responsibility for sustainable development, effective self-management, etc.

**Module 3**

"Healthy lifestyles" guides students on issues related to physical and emotional health, healthy nutrition, counteracting vices such as drugs, alcohol and smoking, gender influences, etc.

**Module 4**

"Designing personal careers and developing entrepreneurial mindsets" focuses on understanding career prospects from a labour market perspective, career planning and career decision making, entrepreneurship as a career option, etc.

**Module 5**

"Personal safety" equips students with the attitudes and behaviours necessary to ensure their own safety and the safety of others.

Following the spiral curriculum, each manual in this series uses the same structure of modules and key concepts. The tasks are spread out over one school year, with four tasks per module. Each manual therefore consists of 20 tasks all together. However, topics and tasks for students often overlap: a task about a healthy lifestyle will touch on ensuring quality of life and the art of self-knowledge; a task centred on career options for older children will also touch on self-knowledge and ensuring quality of life and so forth. Therefore, while the tasks are organised into five modules, they cannot be viewed as completely separate.

The modular approach insists on an educational intervention characterised by the integration of knowledge, skills and attitudes specific to the development of competencies. The integrative approach is applied within each module, capitalising on gains made in other school subjects, or the student's social and familiar environment. In this way, the Personal Development course is centred on the development of competencies with a specific focus on values, attitudes and dispositions.

How should I teach the modules?

The different modules and tasks in this manual are laid out chronologically. We advise adhering to this order as it builds up different life skills incrementally through the key concepts in a carefully designed process. The teaching and learning methods used in this programme include task-based learning and co-operative learning methods. Both are grounded in a cognitive-constructivist view of learning where learners construct their knowledge through self-engagement with a given task on an individual level, exchange their insights in dialogue with a partner or small group and then share their results with the class. This principle of "think-pair-share" can be found in a number of tasks and itself contributes to the development of social and co-operative skills. Self-reflection on learning processes and reflection together with others is an important part of personal development and can be found within the different tasks.

What is my role as a teacher?

In this programme, it is the teacher's role to initiate and guide learning processes, to coach and accompany students in their learning and to help them overcome difficulties. Teachers have to be aware that this might mean a change in their roles towards becoming coaches and facilitators. This change also refers to the assessment of learning processes and the evaluation of learning outcomes. Students are required to find their own problem-solving strategies: independently assessing a problem and critically evaluating different ways of solving it. Therefore, each student's learning outcome is viewed individually. Personal Development results cannot be summatively graded in a class ranking. Assessment of learning processes has to take place in a formative manner, which means that teachers continually observe and evaluate students' learning processes and not only their results. Giving individual and personal feedback becomes a very important part of the teachers' role.

How is this manual structured?

Every Personal Development guide for teachers is structured in the same way. On the following pages teachers will find a more detailed description of the modules and the life skills for their specific grade. Subsequently, 20 task descriptions can be found, divided into five modules. Each task is built up in the same way: On the left teachers find the goals, the skills, the overview of the teaching sequence, a rough time frame, and the materials and preparation needed for the task. Some tasks consist of a two-part teaching-and-learning process, a homework suggestion and a follow-up lesson. Below this, a detailed step-by-step lesson description can be found. On the right, all the instructions that the students need are listed, with examples (sketches) of possible board presentations or worksheets included.

Which additional materials can I use?

The materials needed for each task are listed at the start. This might include paper, pens, colouring pencils but also mobile phones or computers. For some tasks, teachers might have to download additional material from the Internet as indicated, depending on their prior knowledge and expertise. Please note that this personal development series is only one type of resource that can be used. Teachers can also draw inspiration from other materials on the market that focus on personal development.

Where do the students record their work?

There are different ways in which students can record their work. As there is no students' book, teachers can decide how they would like their students to record their work.

For example:

- Students work on individual handouts they receive from the teacher. All papers are collated in a folder. A "make your own" folder can be produced in Personal Development classes at the beginning of the school year. Additional material can easily be added (photos, etc.).
- Students can use exercise books for Personal Development classes to record all their sketches, notes, essays, etc. They are personal journals. As opposed to using loose paper, in exercise books, things cannot get lost so easily. The exercise books can be decorated individually.
- Teachers can ask the parents to buy individual exercise books for their children, depending on the socio-economic situation of the parents. This could be addressed in an introduction at a parents' evening.

How are students assessed?

Assessment in the subject Personal Development is formative during teaching and learning in a given module. Summative assessment takes place after each module has been taught by using the assessment tool. The summative assessment is based on students' self-assessment along descriptors for competencies that have been developed in each module. The students identify their own development potential and set future goals. Following this, the teacher gives each student feedback in the form of constructive criticism, focusing on building on competencies and strengths rather than on deficits. The assessment forms will become an important part of the student's file.

How do I evaluate my own teaching?

Any form of teaching calls for a regular evaluation of and reflection on one's practice. This can be done through self-evaluation using key questions that focus on the goals set, competencies of students, learning outcomes, activity of students, etc. Reflection can also be done together with a colleague (peer exchange) after mutual observations of Personal Development lessons. We recommend setting personal focal points and communicating them to one's partner before the observation takes place in order to gain something concrete out of this exchange. Feedback should be given in the form of collegial constructive criticism.

How are parents integrated into the subject Personal Development?

Personal Development classes take place in school. However, for a variety of tasks, students receive a homework task that may involve asking their parents or relatives for information (about their biographies, about rules, about the past, etc.). We recommend introducing Personal Development classes during a parents' evening at the beginning of the school year. Parents and family are an important part of children's personal development, identity, norms, values, and future perspectives. Teachers should inform parents about the character of the Personal Development programme, give an overview of its different modules and how students will work in these classes (alone, in pairs, in groups, etc.). Parents can be encouraged to take part in the learning process of their children and start associating with school in a positive way. Furthermore, Personal Development is a subject where the integration of the outside world and the community of the school plays an important role. In some tasks, students will have to collect information, communicate with people and discover phenomena that are part of their community. Therefore, the subject Personal Development is connected to the classroom but also becomes a part of the whole school development and the involvement of all stakeholders in the community.

Literature

- Bruner, J (1960) *The Process of Education*, Cambridge, Mass.: Harvard University Press.
- World Health Organisation (2001): *Partners in Life Skills Education*. Conclusions from a United Nations Interagency Meeting. Geneva: World Health Organisation.

A TEACHER'S GUIDE TO PERSONAL DEVELOPMENT FOR GRADE 10

This manual contains 20 tasks that are divided up into four tasks per module. The modules focus on the following goals and competencies:

Module 1: Self-knowledge and knowledge of others

Specific competencies include:

- identifying the factors that influence self-efficacy in personal development,
- comparing beliefs about roles and expectations in couple and family relationships, and
- explaining the impact of stereotypes and prejudices on behaviour and interpersonal relationships, including gender.

The topics covered in this module focus on managing failures without damaging self-esteem (task 1), respectful communication (task 2), detecting unhelpful beliefs in relationships (task 3), and discovering different family values (task 4).

Module 2: Ensuring quality of life

Specific competencies include:

- analysing what makes an integral person, from the perspective of his or her living environment,
- improving quality of life by being open to change and managing resources, and
- finding strategies for achieving one's goals and ideals, by capitalising on resources and active involvement.

The topics covered here relate to integrity in everyday life (task 5), how to overcome conflict caused by differing values and ideals (task 6), describing simple ways to protect the environment (task 7), and striking a balance between self-determined and externally determined activities (task 8).

Module 3:
Healthy lifestyles

Specific competencies include:

- developing an awareness of the impact of unprotected sex, from the perspective of health risks,
- developing an awareness of the relationship between lifestyle and health consequences: fatigue, exhaustion, obesity, etc., and
- developing an awareness of immunity and immunization on one's own health and that of others.

The topics covered in this module relate to managing the personal energy balance (task 9), becoming informed about sexually transmitted diseases (task 10), knowing the basics of immunization (task 11), and knowing ways of keeping a healthy weight and discussing eating disorders (task 12).

Module 4:
Designing personal careers and developing entrepreneurial mindsets

Specific competencies include:

- identifying the existing educational pathways that are accessible in the country of residence, relevant to one's own preferences and skills,
- building up skills relating to the chosen profession, through entrepreneurial and/or volunteer activities in the local community, and
- creating an action plan for developing a successful career.

The topics covered here relate to what personal experiences have to do with a successful career (task 13), using social networking for accessing the professional world (task 14), finding opportunities for volunteering in and out of school (task 15), and mapping out different educational pathways (task 16).

Module 5:
Personal safety

Specific competencies include:

- describing with accuracy what to do in the case of an emergency and how to minimise risks,
- observing road traffic rules, assuming responsibility for one's own safety and that of others, and
- being aware of dangers online and knowing how to protect oneself and others.

The topics in this module relate to staying safe and healthy at work (task 17), differentiating between safe and risky online behaviour (task 18), detecting and preventing cyber grooming (task 19), and inventing slogans for obeying traffic rules (task 20).

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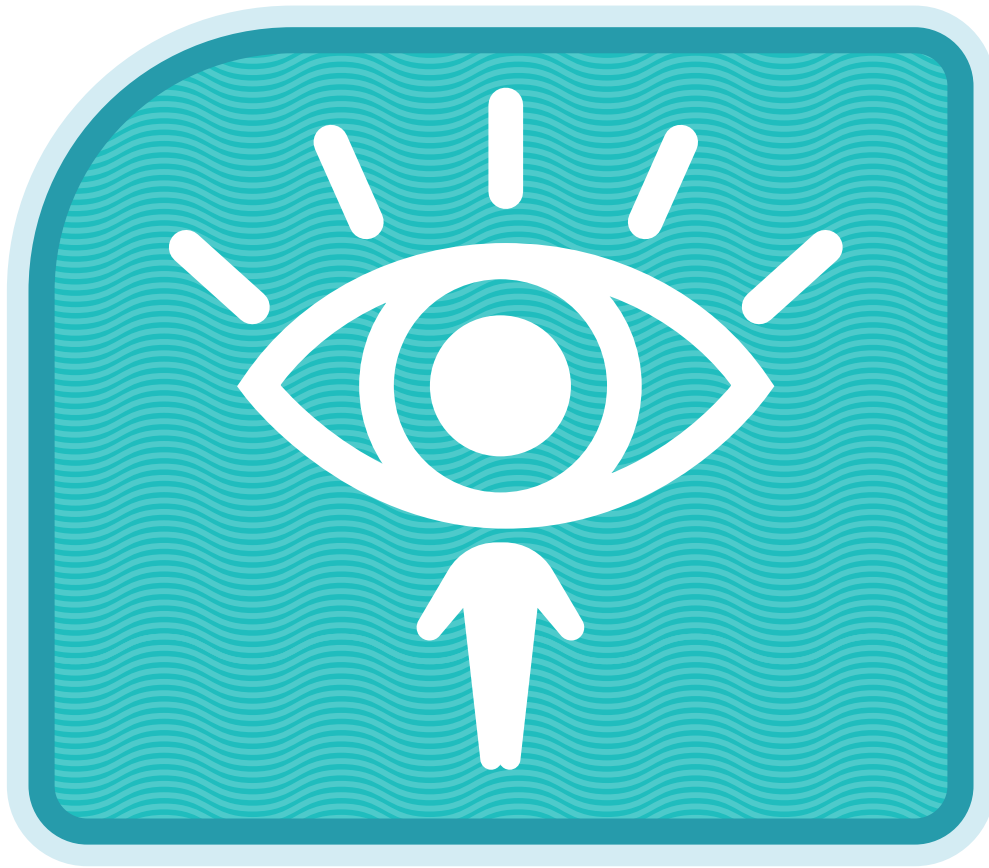
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MODULE 1

SELF-KNOWLEDGE AND KNOWLEDGE OF OTHERS

"Self-knowledge and knowledge of others" emphasises self-knowledge and self-esteem, exploration and self-evaluation of personal resources, family as a value, responsibilities, gender roles, stereotypes, assertive, non-conflictual and non-violent communication, volunteering, etc.



TASK 1

WHAT I CAN AND CANNOT INFLUENCE

Goal

The students are able to handle failures by differentiating between what they can and cannot change.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

"Factors for failure" on blackboard or projector (see materials for students)



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Everybody has experienced failures and disappointments. The question is, how can we learn from them? One strategy is to find out whether you could have changed the situation or whether there was nothing you could have done about it.

1. To get an overview, the teacher briefly presents the "factors for failure" (see materials for students), grouped into five areas. He or she asks the students to give examples to illustrate the different factors.
2. Then the teacher points out that some factors can be influenced by a person, others less so or not at all. The students form groups of 3 to 4 students. Each group is assigned randomly to a field. Form more groups if there are many students. Each group considers which factors can be influenced for the success of an endeavour and which cannot. The group tries to reach a consensus.
3. The students present their results in a plenary session and the class can ask questions. To conclude, the students work individually. They note down which three factors they will work on, so that they can deal with new challenges more successfully.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Factors for failure

Personal level

- *High expectations*
- *Excessive demands*
- *False hopes*
- *Lack of self confidence*
- *Overconfidence*
- *Fear of failure*
- *Lack of ambition*
- ...

Situation

- *Increased difficulty*
- *Lack of resources*
- *High demands/standards*
- *Unclear/ill-defined task*
- *Strong competition*
- ...

Interactions

- *Not communicating clearly*
- *Not listening effectively*
- *Misinterpreting what is said*
- *Misinterpretation of body language*
- *Lack of willingness to compromise*
- ...

Actions

- *Poor preparation*
- *Not well informed*
- *Lack of previous knowledge*
- *Bad timing*
- *Time running out*
- ...

Circumstances

- *Weather, season*
- *Too much/not enough people, ...*
- *Transport problems*
- *Bad luck*
- ...



TASK 2

DID YOU HEAR THAT?

Goal

The students understand that misunderstandings can happen during oral communication. They learn how to prevent them.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Enough pictures (still life pictures, situations that aren't too complex) for half of the class, from magazines or newspapers; Circle of chairs for the plenary discussion



Module 1

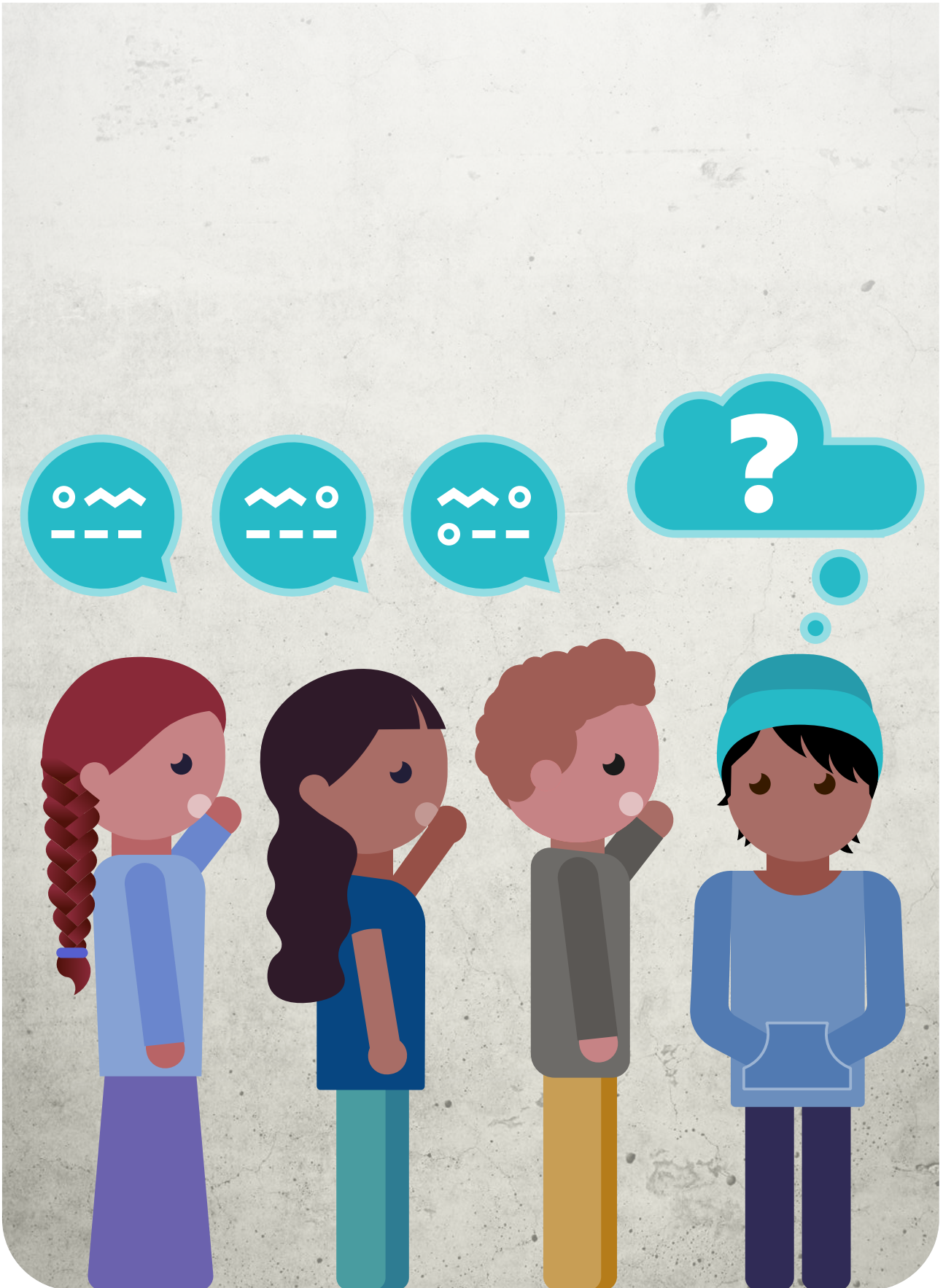
Self-knowledge and knowledge of others

LESSON DESCRIPTION

1. In the circle, the teacher announces the experiment "telephone relay": "I will whisper a sentence into the ear of the student sitting to my right. I do the same with the student on my left". Everyone should listen carefully and pass what they heard on to the student sitting next to them, until the circle is complete. No questions are allowed during this process. Both students sitting at the end of the circle say out loud what they have heard.
2. The students discuss how the sentences have changed and why this happened. They also discuss how such misunderstandings could be prevented.
3. In the next experiment, the students work in pairs. One has a picture which he or she describes in words but does not show. The other listens and makes a sketch of what they think is on the picture. Questions are allowed.
4. Then the listener shows the sketch and explains what he or she understood. Both partners discuss what they understood well, what they didn't and how they could improve the communication.
5. Back in the circle, the teacher collects some insights about the improvements and obstacles to oral communication (clarity, speed, rhythm, complexity of information, details, etc.).
6. During the last two minutes of the class, the students individually note down what they have learned from both experiments.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 3

REALISTIC EXPECTATIONS ABOUT RELATIONSHIPS

Goal

The students understand that false expectations can lead to unhappy relationships.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Each expectation (see materials for students) is written on a piece of paper and fixed to the wall or blackboard



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

We enter a relationship with certain beliefs and expectations. But are these expectations always helpful?

1. The teacher explains that the sentences on the wall address common beliefs and expectations about relationships. He or she reads some of them aloud. The teacher explains that some of these expectations are helpful and some are unhelpful. The teacher invites the students to be detectives and find out what is useful about these beliefs and what is not.
2. The students choose the belief they want to work on and stand in front of it. There should be roughly the same number of students for each statement, so a negotiation with the whole class is necessary.
3. Each group designates a moderator and a spokesperson. The moderator makes sure that every member of the team has a chance to speak.
4. The spokesperson takes notes and presents the summary in the plenary. The group discusses:
 - Is this belief completely unhelpful or does it also contain helpful aspects?
 - Find an example to illustrate this belief.
 - Explain the problematic side. What happens if you believe in it?
 - Explain what the advantages are for the person who holds this belief.
5. The group helps the spokesperson to summarise their discussion. There should be no more than five sentences. The speaker just notes keywords, not whole sentences.
6. The students come together in the plenary. One speaker from each group presents their findings. After each group has spoken, the teacher comments without moralising. To round up, the class votes on which belief about relationships is the most helpful and which is the most unhelpful.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

A realistic expectation?

- 1 *There is exactly one dream partner for me in the world.*
- 2 *The love you feel must always be as intense as on the first day.*
- 3 *There are no secrets between partners.*
- 4 *Spend all your spare time with each other.*
- 5 *Couples, who are really in love, know each other's needs and feelings.*
- 6 *There are never any fights in a good relationship.*
- 7 *A good relationship means you don't have to work at it.*
- 8 *Both partners should be willing to change for a successful relationship.*
- 9 *Happy couples resolve all their fights and disagreements.*
- 10 *"... and they lived happily ever after" (the ending of many fairy tales).*





TASK 4

MY FAMILY VALUES YOUR FAMILY VALUES

Goal

The students become aware of their family values. They learn that other families can have a similar or a different set of values.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair Work
- Group work
- Plenary discussion



Preparation

Blank sheets of paper; handouts (see materials for students) copied for each student or displayed on the blackboard



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Family values are important for all members of a family. It often takes the form of a tradition and takes place regularly or on special occasions.

Sequence ①

1. The teacher introduces the topic and gives one or two examples of his or her family values and customs. Students are invited to give their own examples.
2. Each student receives a handout (see materials for students) or copies the assignment from the board. Students fill out the sheet individually. Each student has to describe at least two of his or her family traditions.
3. The students discuss their examples in groups of five. They should show interest in the other's values by asking questions such as: "What do you think is behind this custom?", "How long has your family been doing this?", etc.
4. For homework, students ask other friends or family members what their family values and traditions are. They add their findings to their sheet.

Sequence ②

1. The students sit in a circle. Together with the teacher all students compare their findings. Which values or traditions can be found in several families? Which are rare? Can the class group similar values together?
2. All students choose a value or tradition they want to know better. To do this, all students leave their sheets of paper on their desks with their name on it. Then they all get up and move from desk to desk, reading the lists. When they have found one that interests them, they should find the student who wrote it and ask a few questions about it.
3. Finally, they all return to their lists and add the new value to them.
4. In a final plenary, they present their lists and give reasons for their additional values.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Family values and traditions

Tradition	Description	The value behind it
<i>Eating together</i>	<i>We always eat dinner at half past seven, because then everybody has returned from their work. We talk about the day, ...</i>	<i>We take time for each other</i>
...		
...		

A new value which I find interesting:





MODULE 2

ENSURING QUALITY OF LIFE

“Ensuring quality of life” emphasises integrity, efficient resource management, responsibility for sustainable development, effective self-management, etc.



TASK 5

A PERSON OF INTEGRITY

Goal

The students are able to apply the value of integrity in their daily lives.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

The three adjectives and the three situations presented on the blackboard or projector. The story of Socrates' three sieves ready to read out loud (see materials for students).



Module 2

Ensuring quality of life

LESSON DESCRIPTION

What does it mean to be a person of integrity? The story of the three sieves illustrates this (see materials for students).

1. The teacher reads the story to the class. The words "true", "good" and "useful" are written on the blackboard.
2. The teacher explains: "Socrates was certainly a man of integrity with his three sieves. But are they also helpful in our times, in everyday situations?"
The teachers ask the students if this process makes sense when dealing with the following situations:
 - a. Telling a joke among friends.
 - b. Reading fairy tales to younger children.
 - c. Reporting to the teacher that you observed a student who was pushed around by other students.
3. The teacher divides the class into groups of three and gives each trio a situation, so that several groups work on the same situation. The groups then discuss whether the method of "the three sieves" is helpful in this situation or not.
4. The whole class and the teacher sit in a circle. Each group presents their findings. The others give their opinions. The teacher may state his or her opinion too, but not as a final truth.
5. To finish, each student writes down the title, "Three adjectives: good, true and useful" and one or two sentences about how this method helps him or her to become integral.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

The story of the three sieves

One day a man approached Socrates, very excitedly: "Hey, Socrates, did you hear what your friend did? I have to tell you right now."

"Wait a minute", the wise man interrupted him. "Did you sift what you're about to tell me through the three sieves?" – "Three sieves?" asked the other in astonishment.

"Yes, three sieves. The first sieve is the truth. Have you checked that everything you're about to tell me is true?"

"No, I heard it somewhere and ..."

"Well, well! But surely you have checked with the second sieve. It is the sieve of kindness. Is what you're trying to tell me, if not proven true, at least good?"

"No, not that. On the contrary."

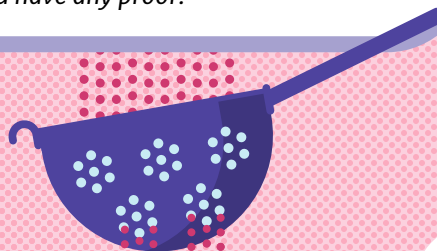
"Aha!" Socrates interrupted. "So let us apply the third sieve. Is it useful to tell me what excites you?"

"Not useful right now ..."

"So", smiled the wise man, "if what you want to tell me is neither true, nor good, nor useful, let it be and do not burden yourself and me with it!"

The Sieve of **TRUTH**

Is what you want to say really true?
Do you have any proof?



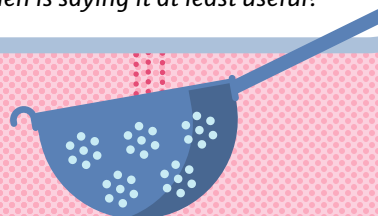
The Sieve of **GOODNESS**

If you are not sure what you want to say is true, is it at least good?



The Sieve of **USEFULNESS**

If you are neither sure whether it is true nor good, then is saying it at least useful?



If what you want to say is neither **TRUE** nor **GOOD** nor **USEFUL**, then it is better not to say anything at all!



TASK 6

DIFFERENT PEOPLE DIFFERENT VALUES

Goal

The students realise that people have different values and ideals and that this can sometimes result in conflict. They learn how to deal with different opinions.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Story "The Fisherman and the Tourist" ready to read out loud (see materials for students)



Module 2

Ensuring quality of life

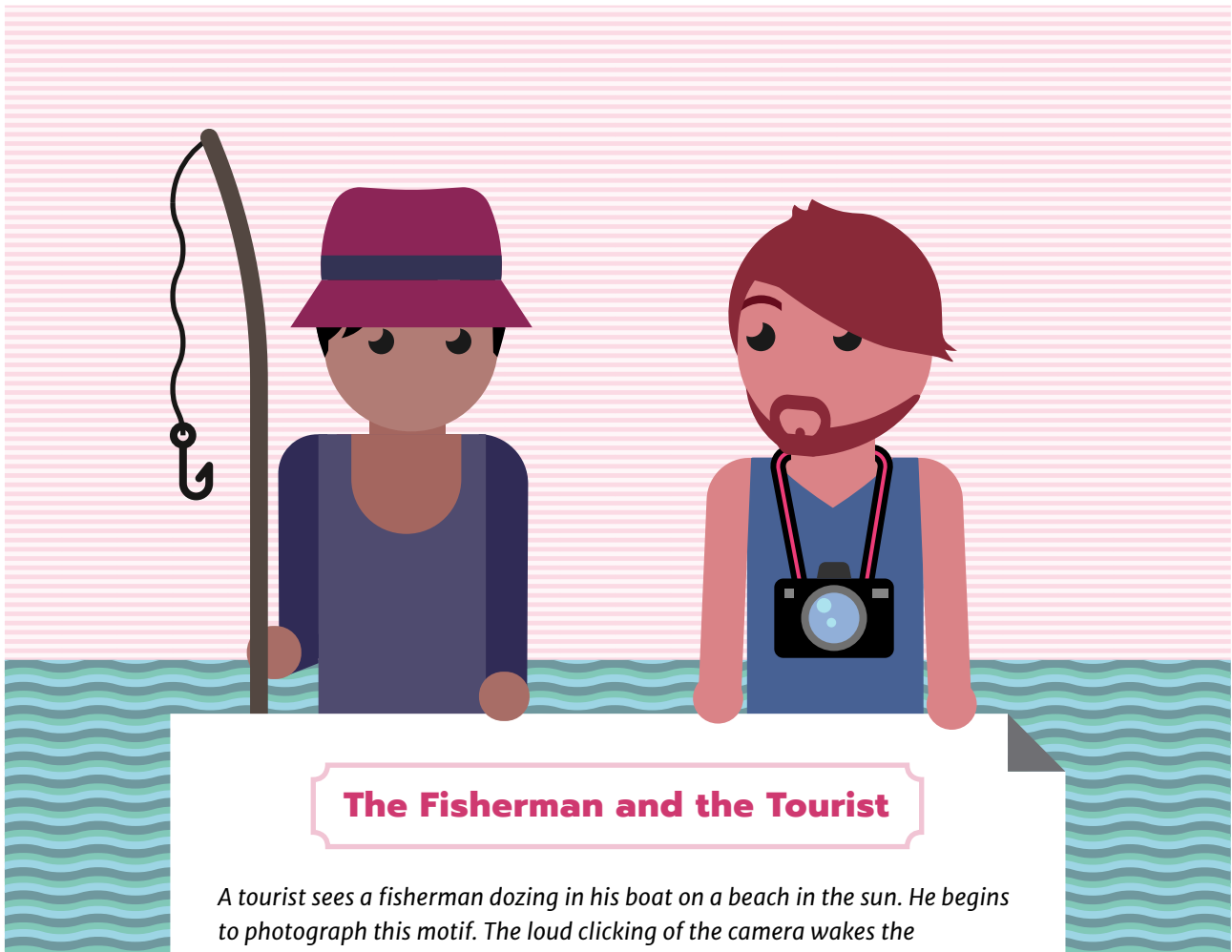
LESSON DESCRIPTION

1. The teacher introduces the topic. People have different ideals in life, for example: being powerful, earning money, respecting humans and nature, enjoying life as it is and so on. The students think of more values.
2. The teacher or a student reads the short story, "The Fisherman and the Tourist", out loud (see materials for students).
3. The teacher puts the students into groups of three. Each group changes the story by introducing a third character and then continues the story with the third character giving his or her opinion. The third character should be neither too materialistic nor too idealistic. What opinions and arguments does this person have? How does the story end now? Prepare to act out the new ending of the story in front of the class.
4. The class forms a semicircle and the teacher asks three groups to present their new endings to the story. Are all three ideals present, fisherman, tourist and the third one?
5. The class, supported by the teacher, has a discussion about when values conflict and how it is possible to find a balance between different ideals.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



The Fisherman and the Tourist

A tourist sees a fisherman dozing in his boat on a beach in the sun. He begins to photograph this motif. The loud clicking of the camera wakes the fisherman. A conversation starts between the two men, mainly about fishing.

The tourist simply cannot understand why the fisherman is lying completely idle in the sun. He urges him to go out to sea and catch fish. The fisherman replies that he has already been out to sea today and that his catch was quite good. The holidaymaker then tells the fisherman what would happen if he went out to sea several times a day. With the additional income, he could gradually expand his business, buy more boats, start a marinade factory and possibly even open a fish restaurant. And at some point, the fisherman would even be able to afford to sit quietly at the harbour and look out to sea.

The fisherman then tells the tourist that this is exactly what he is doing now and that the only thing that is disturbing him is the clicking of the camera.

Retold from the story "Anecdote Concerning the Lowering of Productivity"
by Heinrich Böll



TASK 7

SIMPLE WAYS TO HELP THE ENVIRONMENT

Goal

The students evaluate everyday ways of fighting pollution.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Each "simple way" (see materials for students) written out in big letters on a slip of paper either posted on the blackboard or a wall



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Pollution and climate change confront us with many difficulties now and in the future. What can you do in everyday life, as a student, to help tackle this problem?

Sequence ①

1. The teacher presents the topic and asks the students for ideas about how they can fight pollution and climate change. If a new idea comes up, the teacher adds it to the ones that have already been written.
2. The teacher puts the students into groups of three or four. Each group explores one solution more in depth by:
 - brainstorming what they already know,
 - checking the facts on the Internet, and
 - finding concrete ways to put solutions into practice.
3. A speaker from each group briefly presents their findings.
4. For homework, the students continue to work individually by asking people, observing, researching, and reading local papers.

Sequence ②

1. The students get into the same groups as in sequence 1. They share what they found and quickly summarise their best ideas in keywords.
2. They prepare a "market stand" on their desks. They do this by laying out a sheet of paper with the title of the problem they want to tackle in big letters and the solutions they have written down as keywords. One student per group will do the talking, while other students in the class "visit" their market stand.
3. Half of the groups stand by their market stand, the rest of the groups walk around and visit the market stands to hear the solutions that the other groups have come up with. The teacher can time this by allowing about 1–2 minutes per visit.
4. After ten minutes, the other half of the class sets up their market stands and the process is repeated.
5. In the plenary, the class gathers impressions: Which idea was the most popular one? Which would have the biggest impact? Which is the easiest to implement?



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Everyday ways to help the environment

1

Reduce

We all like to have the newest cell phone or shirt and throw the old one away which still is good. We can save a lot of resources by reducing the amount of stuff we buy unnecessarily.

5

Fight food waste

At the moment, we have enough cereals, fruit, vegetables and meat to feed the world's population. But we throw away a lot, up to a third, during producing, transporting, selling, and cooking food.

2

Reuse

For example, plastic grocery bags get thrown away and end up in landfill or in the sea. They can suffocate animals and take hundreds of years to decompose.

6

Save electricity

Use energy-efficient light bulbs instead of regular bulbs. They last longer, which will save you a bit of money. Look for more examples of how to save electricity!

3

Recycle

If you look around, you will notice things that have already been recycled, or could be. You just need the will to do it!

7

Save water

Water is wasted more frequently than we realise. Changing old habits will be good for both the environment and your wallet!

4

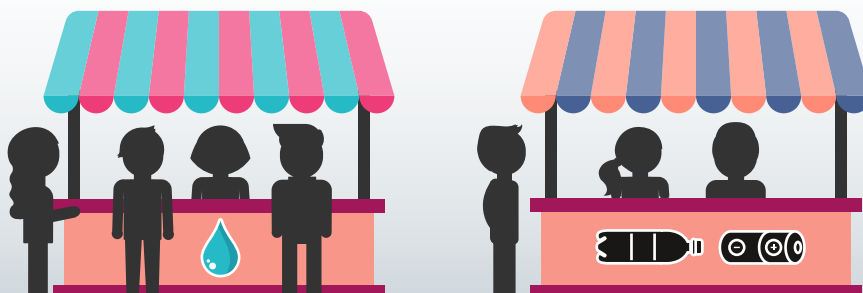
Eat less meat

Despite taking up the vast majority of farmland, meat and dairy accounts for just 18 % of all food calories and around a third of protein intake.

8

Your idea

...





TASK 8

FINDING A BALANCE

Goal

The students investigate how to find a balance between free time and work.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Sheets of paper; Pencils



Module 2

Ensuring quality of life

LESSON DESCRIPTION

1. The teacher and the students look at the typical daily routine of a student. The teacher asks: "At what times during the week can you decide what to do? When is your time structured by others? Please give examples and explain why your time is either self-determined or externally determined!"
2. The class takes a look at the weekend. What chances are there to determine their own activities?
3. Now the students sketch out their personal weekly plan, starting with the coming Monday. They fill in things like "school", "travel", "homework", "eating", "help in the household", "meeting friends" and so on. They mark the times where they can decide what to do themselves.
4. The students show their weekly plans to a partner. They focus on these questions:
 - What are your favourite activities that you are free to choose? Why do you like them?
 - Are you happy with your balance between work and free time? How often do you do something on your own or with others?
5. To conclude, the teacher asks each student to look at his or her timetable and to make a brief comment about whether it is well balanced or not.



MATERIALS FOR THE STUDENTS

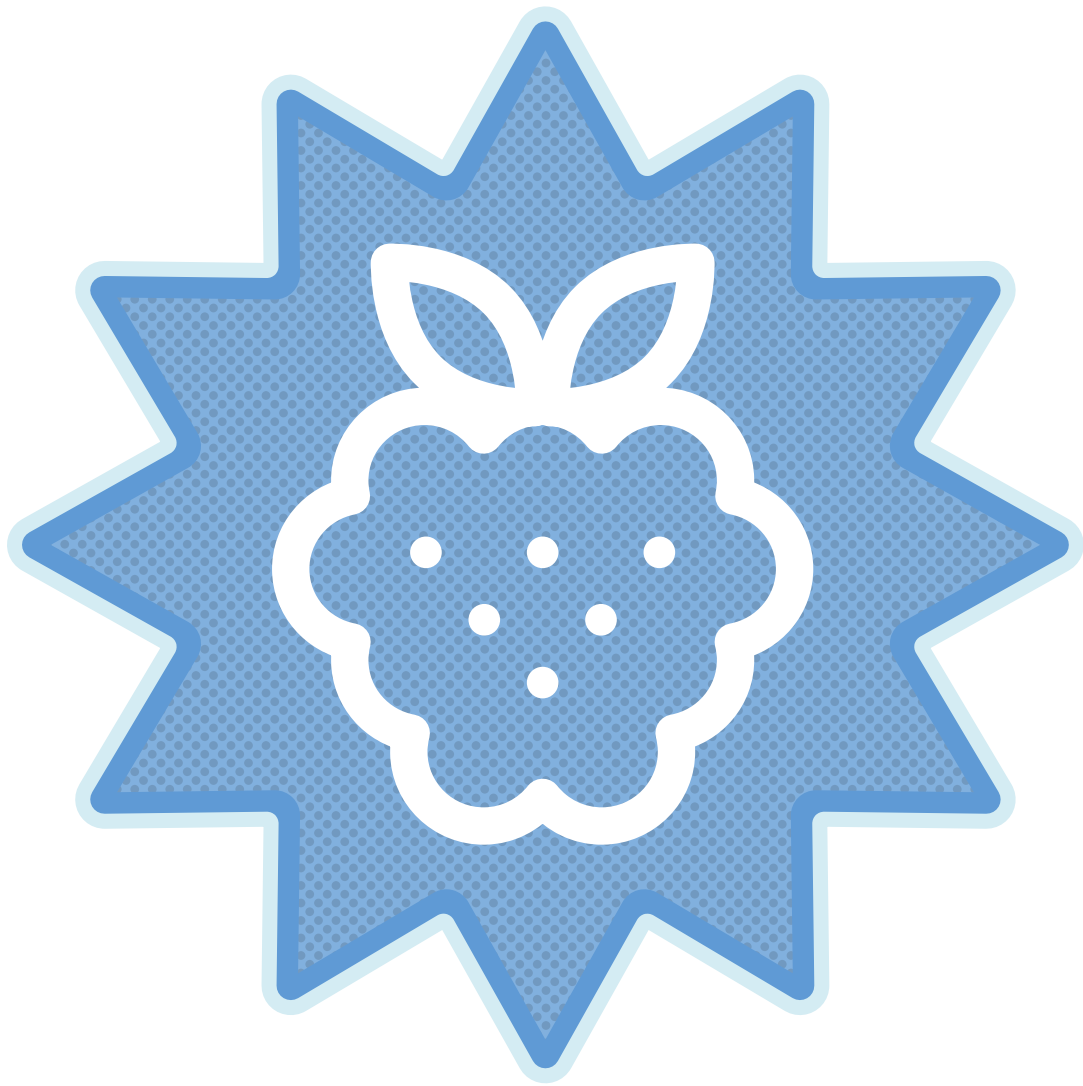
On blackboard/projector/worksheet

Weekly planner

Week:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							





MODULE 3

HEALTHY LIFESTYLES

"Healthy lifestyles" guides students on issues related to physical and emotional health, healthy nutrition, counteracting vices such as drugs, alcohol and smoking, gender influences, etc.



TASK 9

MY ENERGY LEVELS

Goal

The students become familiar with techniques to reduce stress and fatigue by managing their personal energy levels.



Time needed

45 minutes



Social settings

- Individual work
- Group work



Preparation

A picture of a large battery shown on the blackboard/projector with five keywords written on it: activities, events, people, media, places (see materials for students)



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher shows the picture of the battery (see materials for students) and the five areas of social interaction. He or she gives an example and explains situations or activities that cost a lot of energy and those that allow us to replenish our energy levels (e.g. Media: "I can relax when watching a film, but if I stay up all night watching films then I will be tired the next day ...").
2. The teacher asks the students to sit in groups of five and talk about which activities charge their personal batteries. They should consider all five areas. The teacher explains that there might be many different opinions about this. They should not be alarmed, rather they should enjoy the diversity.
3. The teacher then asks the groups to think about opposite scenarios: What takes energy away? Again, they should consider all five areas.
4. Each student then works alone and draws a large battery and writes words on it which describe things that give or take energy. At the bottom of the page the students explain in one or two sentences which concrete steps they will take to improve their energy levels.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

My energy levels

Keywords:

activities

events

people

media

places

This recharges my battery:

This depletes my battery:

My next steps to improve my energy levels:



TASK 10 FEEL OK!

Goal

The students get to know facts about the most common sexually transmitted infections (STIs). They learn how to prevent them.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

You need an atmosphere of trust for this lesson. It is part of the curriculum, but it might be good to inform the parents beforehand, e.g. during a meeting. Templates of the fact sheet printed on A4 or displayed on the blackboard (see materials for students).



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Decide whether to work with the whole class, or to separate the girls and boys. There are good reasons for both options, depending on your class' dynamic.

Sequence ①

1. The teacher introduces the topic: For many people, sex is a beautiful and exciting thing in life. However, unprotected sex can also transmit diseases. These diseases are called sexually transmitted infections, or STIs. Let us have a look at the most common STIs (see materials for students).
2. The teacher asks students to sit in groups of four. Each group is assigned an STI. The groups brainstorm what they already know about the STI and then they research more facts on the Internet or listen to a short presentation given by a biology teacher or an invited guest (doctor, nurse, specialist). They produce a fact sheet (see materials for students). It should be on an A4 sheet of paper and written in big letters or a thick pen. The students should not copy the text from the Internet but should write the fact sheet in their own words. All members of the group must be able to explain the facts about the STI without looking at the text.
3. The students finish their fact sheets at home if necessary. Students can design them so that they can be copied as information leaflets.

Sequence ②

1. At the start of the next lesson, all the fact sheets are displayed on the wall. The groups of students then present them out loud, without looking at their fact sheet. The teacher makes copies of each fact sheet and distributes them to each student in the class, so they have an "STI fact file".
2. In the remaining time, the teacher discusses the question with the students in a plenary: Why are STIs still a topic that people hardly dare to talk about even though it is so important for our health?



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Prepare cards for each infection. You can copy this page and cut them out: one card per group.

STIs treated with antibiotics

Chlamydia
Bacteria

Trichomoniasis
Trichomonas

Gonorrhoea
Bacteria

Syphilis
Bacteria

STIs treated with different drugs or not treatable

Hepatitis A/B
*Virus, treatable with
antiviral drugs*

HPV
*Virus, not treatable
(vaccination!)*

HIV
*Virus, not curable,
lifelong antiviral
drugs*

Genital Herpes
*Two viruses,
treatable with
antiviral drugs*

Fact sheet

STI	<i>Chlamydia infection A picture of the infection can be printed or drawn.</i>
Possible symptoms	<i>Often no or only slight signs of illness. Discharge from the vagina and urethra, burning sensation when urinating, pain in the abdomen, sore throat.</i>
Prevention	<i>Protect yourself with condoms and female condoms: they help prevent infection! Young women up to the age of 25 should have a free screening test with their doctor once a year!</i>
Treatment	<i>Antibiotic treatment; partners must also be treated! No sexual intercourse until the end of the treatment (ask a doctor)!</i>



TASK 11

IMMUNIZATION

Goal

The students are aware of the pros and cons of getting vaccinated. They know how to check whether the information they have is reliable.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Read the basic information about vaccinations (see materials for students)



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher collects previous knowledge and asks the students what they know about the immune system. He or she also asks what the students know about vaccinations. The teacher provides some additional information about the immune system and vaccinations.
2. The students read the text "Our natural defence system" (see materials for students) and look for additional information in books or on the Internet.
3. The students work in groups of three. Half of the groups look at the disadvantages of vaccinating, the other half discusses the advantages of vaccinating.
 - If somebody states an opinion, everybody should consider whether this opinion is based on a scientific fact or on a rumour.
 - What makes a source of information reliable?
4. The class sits in a circle. All groups share their findings and the teacher leads the discussion. He or she points out when opinions and facts are mixed up and corrects any false information.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Our natural defence system

Wherever we are, there are bacteria and viruses, and they are pathogens. They can enter our body through the air we breathe in, through small injuries of the skin, or through food and drinks. However, not all pathogens are equally dangerous, because our body has a natural defence system – the immune system. However, if it is not strong enough to fend off the pathogens, we can become sick.

Immunity through vaccination

There are pathogens that your body cannot naturally fend off and that can be very harmful or even fatal. In this case, a vaccination can help. As a child you were vaccinated against many diseases, e.g. measles, mumps or whooping cough.

Ideas for classroom discussion

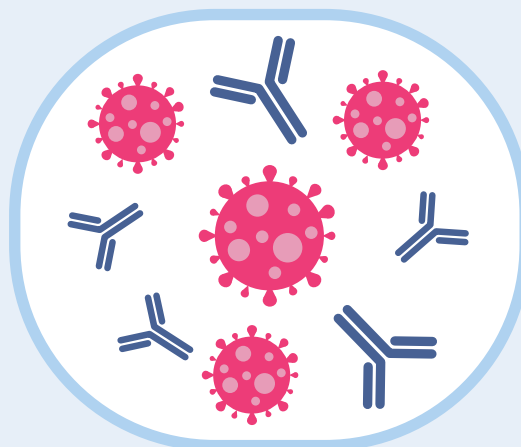
Pros:

Protection against diseases; protection of society (health, economy), good tolerability of vaccines, no harm to the immune system, etc.

Cons:

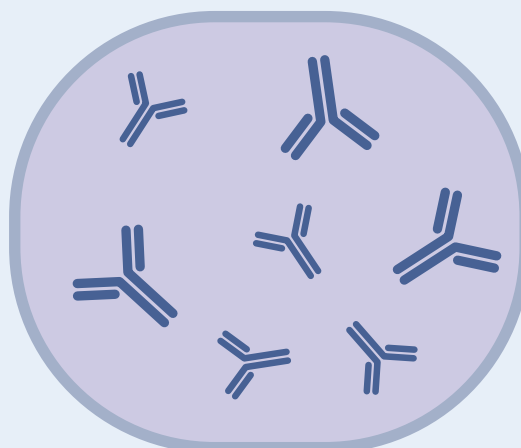
Vaccination damage due to strong fever attacks or nerve damage, more allergies can occur, dependence on the pharmaceutical industry, etc.

Active immunization



Active immunization can occur naturally or artificially through vaccination. A person who has not yet come into contact with the antigen and has no antibodies for defence, can receive either live (attenuated) or dead pathogens to achieve a protective immune response.

Passive immunization



Passive immunization, in which antibodies against a particular antigen are given directly to a person. These antibodies are transferred from an immunized donor to an unimmunized recipient.



TASK 12

A HEALTHY WEIGHT

Goal

The students know about common eating disorders and ways to maintain a healthy weight.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Text about eating disorders (see materials for students) copied for all groups; A large sheet of paper with the outline of a human body



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher divides the class into six groups. Two groups each discuss the same eating disorder (see materials for students). The teacher briefly explains the three most common eating disorders.
2. The groups clarify the following questions: What are the most important symptoms? Which can be observed easily, which less? What are the possible causes?
3. The class forms a circle with an entry (a fishbowl shape). Each group sends a representative into the circle. Moderated by the teacher, they exchange their group's main findings and discuss the similarities and differences.
4. In the plenary, the teacher invites the class to think about how to behave appropriately when encountering someone with an eating disorder.
5. For homework, students talk to someone they trust about how they have adopted a healthy eating habit.

Sequence ②

1. The same groups as in the previous lesson are formed. They discuss their homework task.
2. Together, the teacher and the students design a poster for the topic "healthy eating habits". The teacher has an empty poster sheet with the outline of a human body attached to the wall or blackboard. The teacher collects ideas from all the students. The ideas are grouped and the best ones are selected and written around the drawing of the human body.
3. The teacher displays the poster in the classroom as a visual reminder.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Causes of eating disorders

Eating disorders are often caused by several factors. Biological causes include the influence of hormones and genetic factors. Individual causes include a tendency towards perfectionism, low self-esteem, or traumatic experiences. Family causes include psychological illnesses of one parent or the lack of positive role models. Socio-cultural causes include the ideal of beauty in the media or unrealistic comparisons with friends and famous people.

The most common eating disorders

Anorexia nervosa

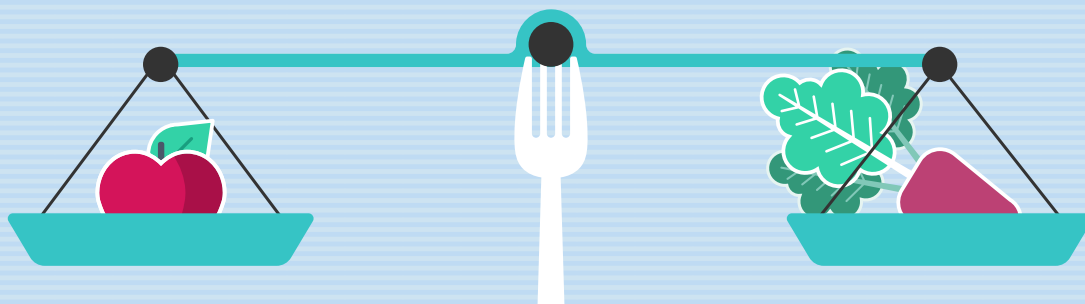
- Eating very little due to a fear of gaining weight.
- Obsessive fear of weight gain or of getting fat.
- Weight is below the minimum body weight (85 % of normal weight).
- Isolation and retreat from the world.

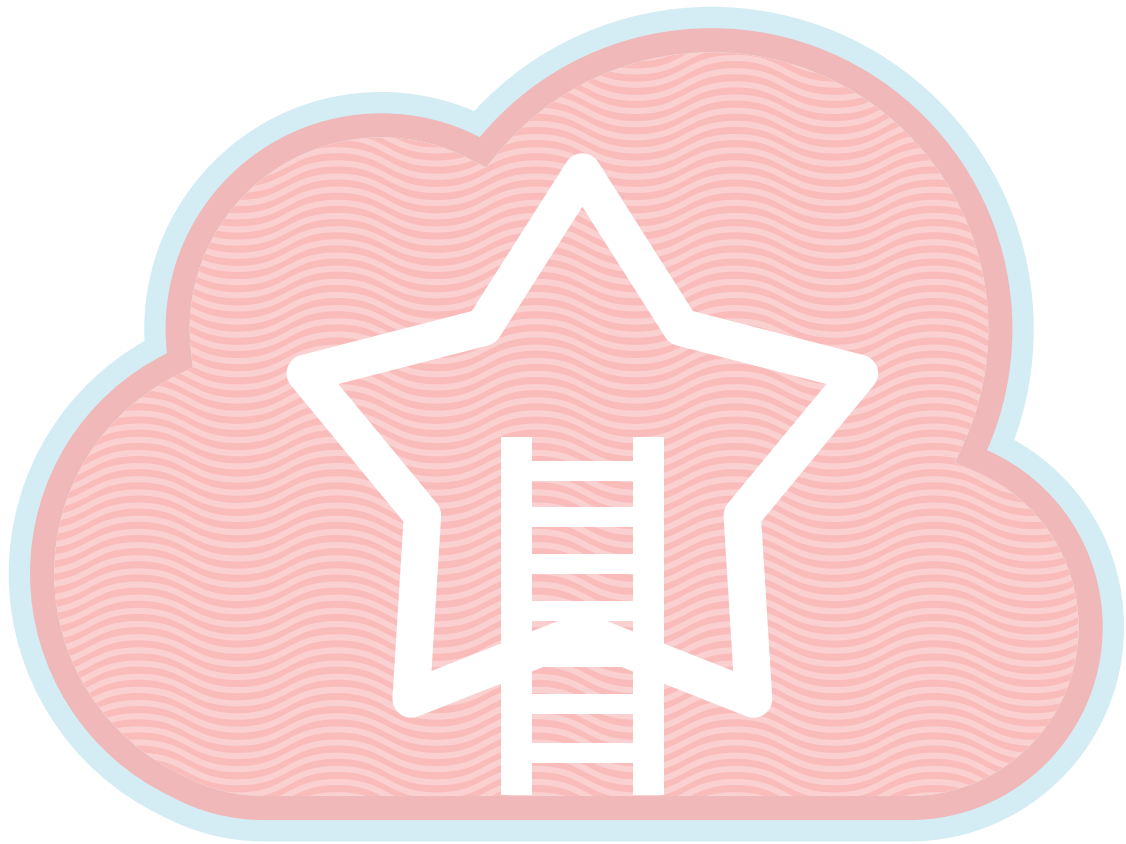
Bulimia nervosa

- Eating a lot within a short period of time and afterwards purging oneself of the food that has been eaten.
- Inappropriate measures of weight control: self-induced vomiting, eating to the point of vomiting, excessive use of laxatives/diuretics, excessive exercise, fasting.
- Eating attacks that occur at least twice a week for three months
- Body weight is usually maintained at more or less the same level.

Binge eating disorder

- Eating a large amount in a short period of time. No measures taken to reduce the weight.
- Eating rapidly within a short period of time (up to 2 hours) a food amount larger than most people would eat under similar circumstances.
- Loss of control during the eating attack; the feeling of not being able to stop or control what or how much is eaten.





MODULE 4

DESIGNING PERSONAL CAREERS AND DEVELOPING ENTREPRENEURIAL MINDSETS

"Designing personal careers and developing entrepreneurial mindsets" focuses on understanding career prospects from a labour market perspective, career planning and career decision making, entrepreneurship as a career option, etc.



TASK 13

WHICH PERSONAL EXPERIENCES BELONG ON A CV?

Goal

The students know which hobbies and experiences can be added to a CV. They learn how to talk about them.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Slips of paper, one for each student



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

1. The teacher asks the students whether it is appropriate to mention hobbies and personal experiences in a curriculum vitae (CV). The students think about it briefly and write down one argument for and one against. The teacher then asks individual students to read out their arguments for and against and the class discusses why a hobby or experience should or shouldn't be in a CV, with the teacher moderating. Finally, he or she gives the students some background information (see materials for students).
2. Students now act out a short scene from a job interview. To prepare it, each student writes down on a slip of paper which job he or she is applying for and which of their hobbies or experiences they want to add to their CV. This is a test for a real job interview, so the choice should be realistic.
3. Groups of five students are formed with their individual paper slips. Person A acts as a candidate, B as a possible employer. Both sit opposite each other, the others observe. Person B gets the slip of paper from A, thinks briefly, then starts the dialogue with a remark or a question. After a minute or two the scene is finished.
4. All roles change, the next dialogue takes place, until everyone in the group has played the role of A. Now the teacher asks the group to reflect on the following: In which situation would practicing such a conversation be helpful? With whom? And are there also difficult situations?
5. In the whole-class plenary, the teacher leads a discussion about a few highlights and what was learned in the lesson.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Background information and hints

Hobbies and personal experiences can make you stand out from the competition – or become a job application killer.

Job coaches often say: "When two CVs are very similar, hobbies and interests can make all the difference".

If there is nothing there, it is a missed opportunity to reveal something about yourself.

Do not to list more than three or four hobbies.

Prepare for enquiries in case the possible employer wants to know more.

Think about the personal, social or professional competencies you can connect to your hobbies.

Volunteer work in a CV improves your chances to be invited for an interview as much as a good grade in a school subject.





TASK 14

SOCIAL NETWORKING

Goal

The students know about the advantages of social networking and learn to avoid common mistakes.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Write each hint (see materials for students) on a slip of paper with a thick pen



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

1. Social networking means using the Internet, social media platforms and personal contacts to stay connected with friends, family, colleagues, customers, or clients. Social networking can also help you find a job. The teacher introduces the topic and asks the students for examples of successful networking.
2. The teacher presents the hints for networking (see materials for students). He or she has previously written them down on slips of paper.
3. Eight groups are formed, each group is assigned one hint randomly. The group discusses the hint and thinks of an example of how to get it "right" and how to get it "wrong".
4. In a half-circle, each group briefly presents their good and bad examples (two minutes).
5. The students return to their desks and individually write down their favourite hints. They also consider what steps they will take to expand their social network in order to meet their professional goals.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Hints for social networking

1

Keep your private and professional life separate

Only your friends should see your private pictures and texts on online platforms. Your professional interests, on the other hand, should be visible to everyone.

5

Know your personal network

Make a list of people who you can talk to about your professional ambitions and interests. Why you feel these kinds of people can help?

2

Be careful with the pictures you post online

Do not post party pictures, or snapshots that are too casual or ridiculous.

6

Know where you want to be

Do a little research on the Internet and create a list of possible jobs and companies you are interested in. Then check your network to see if somebody is working in those companies or similar fields.

3

Polish your online CV

Keep your CV on the Internet up-to-date and consistent. Hobbies, personal experiences and volunteer work may be listed because we always learn something for life.

7

Develop your network

Start by calling two contacts in one week. Normally, people are very helpful and will want to give you further hints or information about possible employers or other contacts.

4

Be authentic

Be honest. Don't pretend to be something you're not. Describe in a few sentences what makes you different from others, where your professional interests lie – without exaggerating or understating.

8

Do not ask for a job, ask for information

Asking directly for a job can be an embarrassment to your contact. Instead, try to get more information about the company: What are the strengths of the company? What are its plans for the future? Who else could I contact?



TASK 15

VOLUNTEERING IN AND OUT OF SCHOOLS

Goal

The students gather a variety of ideas for volunteering, both in school and outside.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Slips of paper and thick pens or pencils



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Volunteering means doing unpaid work for a community service, a charitable organisation, or for your school. You may either be specially trained in order to do the job, or the competencies you have are enough.

Sequence ①

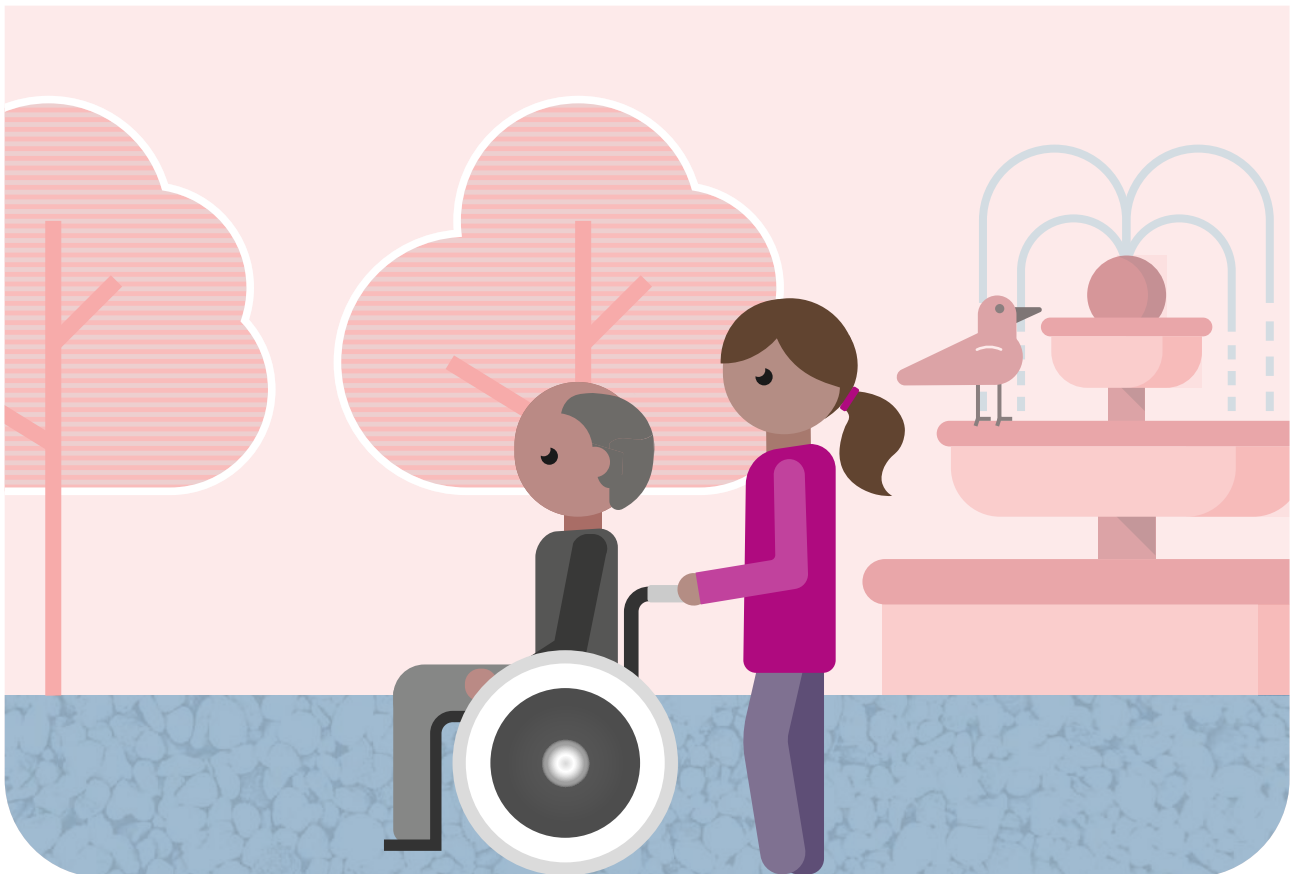
1. The teacher introduces the topic and then asks what motivates people to do voluntary work.
2. The teacher starts a discussion by asking the students what they already know about volunteering opportunities in their school. Students should also be asked to come up with new ideas.
3. The students work in groups of four. They describe one idea more precisely: "What is needed?", "Could we do this volunteering work together in groups?", "Is it realistic in terms of time, enough space, etc.?"
4. The ideas are presented in the plenary. The teacher leads the discussion. The focus of the discussion is whether some of the ideas can be presented to the principal. Which ideas should be selected?
5. For homework, each student does research about volunteer work in their community. What services are needed? How could they help?

Sequence ②

1. The students write the ideas they noted down for homework on slips of paper (one idea per slip of paper, with a thick pencil). They post the slips on the blackboard or the wall.
2. The class stands in front of the slips of paper and individuals ask questions to clarify: "What do you mean by ...?" "Who profits from ...?" and so on.
3. To sum up, each student returns to his or her desk and writes down two ideas for volunteering in the community that they like best and explains why.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 16

EDUCATIONAL PATHWAYS

Goal

The students investigate different educational pathways and get to know their options better.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Group work
- Plenary discussion



Preparation

The teacher brings a diagram of the current education system to school and hangs it on the blackboard or a wall. Fact sheet for an educational pathway posted on the blackboard or a wall (see materials for students).



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher shows the class the diagram of the educational system (see preparation) and explains what level the class is at. The teacher asks the students to think about their personal career plans. Individual students can briefly talk about their plan using the diagram.
2. On a large piece of paper or on the blackboard, the students and teacher note 6 to 8 possible educational pathways.
3. The class is divided into 6–8 groups, to correspond with the educational pathways they have noted. The students write their names next to the pathway they have been allocated. The task is to find out where to get information about the different educational pathways (see materials for students).
4. The groups start by making a plan. They decide who will research on the Internet, who will make phone calls to institutions, who will ask working people they know how they managed to find their jobs, etc.
5. The students complete their investigations as homework, either alone or in groups.

Sequence ②

1. The groups share their findings and briefly talk about their experience of gathering the information and then fill in the profile of an educational pathway (see materials for students).
2. The profiles are pinned to the walls. The teacher instructs the students to get up and read them silently.
3. Each group shares their insights in more detail: "While investigating..., I/we found that ..."
4. In a plenary discussion they talk about different pathways and reflect on their own aspirations and options.
5. The profiles can be displayed in the classroom for around a month, then stored for future reference.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Where to get information

- University or college websites, websites of other institutions
- Career guidance centres
- Information events such as open days
- University representatives who visit high schools
- Free courses for high school students, taught by university teachers

Sequence ②

Fact sheet for an educational pathway

Institution, location:

Description:

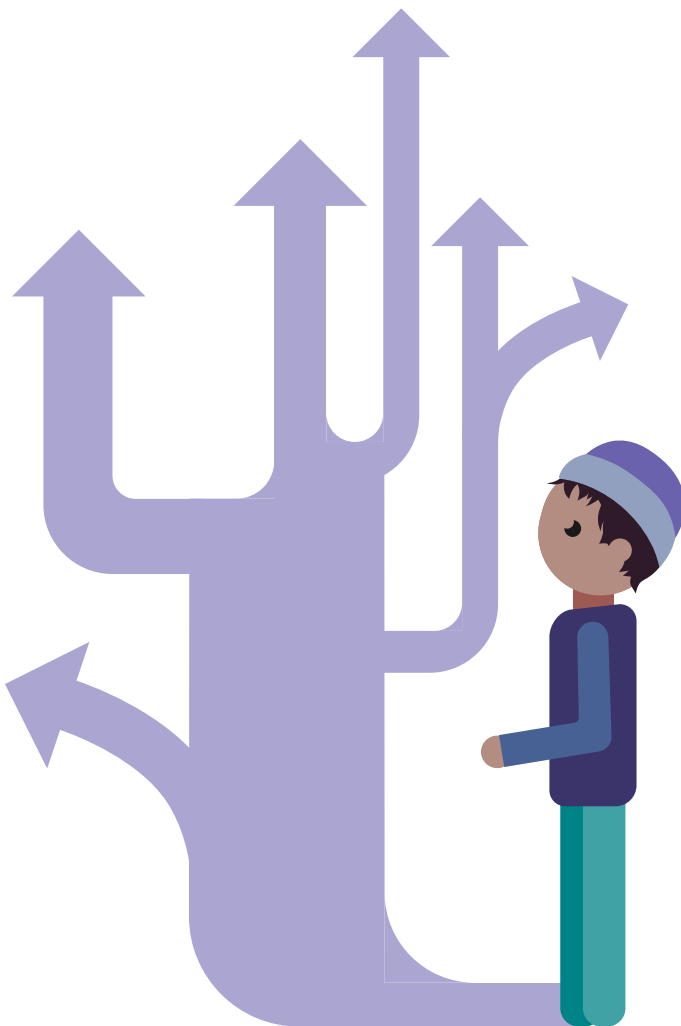
Duration:

Costs:

How to apply:

Other information:

Names of group members:





MODULE 5

PERSONAL SAFETY

“Personal safety” equips students with the attitudes and behaviours necessary to ensure their own safety and the safety of others.



TASK 17

HEALTH AND SAFETY AT WORK

Goal

The students learn how they can contribute towards a safe and healthy workplace.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Group work
- Plenary discussion



Preparation

Strips of paper laid out on the floor with the words "Office", "Hospital", "Farm", "Selling goods", "Producing goods"; Empty sheets of paper



Module 5

Personal safety

LESSON DESCRIPTION

Young employees have a higher risk of accidents or damaging their health than experienced workers. Young people need a safe working environment. Both the employer and the employee are responsible for this.

1. The teacher introduces the topic and perhaps tells an anecdote from personal experience. Then the students are asked their opinion.
2. The teacher points out the five fields of work that are noted on paper sheets (see preparation). The class is divided into five groups and allocated one of the fields of work.
3. Each group writes a short list of the most common risks at work and what employers and young employees can do to prevent them (see materials for students). Then they work together on the task. One student writes down the group's ideas, another gets ready to present it.
4. The students sit in the fishbowl formation (a circle with an entry). The five presenters from the groups sit in the centre, the teacher and the other students sit around them. Each group speaker presents the list. Afterwards, the teacher begins a discussion with the following questions:
 - Are there similar risks? Are there risks typical for particular fields?
 - What should a young employee do?
 - What is the responsibility of employers and managers?



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Risks for body and mind

- *working in the same position for hours*
- *exposure to air-borne dust or other pollutants*
- *not qualified for this activity*
- *shift work, night shifts*
- *unannounced overtime*
- *unclear goals or instruction*
- *bullying*
- *stress-related diseases*
- ...

Risk of accidents

- *operating machinery*
- *using hand tools*
- *contact with electricity*
- *working on or around vehicles*
- *working at heights*
- *exposure to chemicals*
- ...

Reduce risk at work

Risk	What a young worker can do	What an employer can do



TASK 18

SAFE ONLINE BEHAVIOUR

Goal

The students can differentiate between safe and risky behaviour online.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Each topic (see materials for students) is noted on a sheet of paper with a thick pen



Module 5

Personal safety

LESSON DESCRIPTION

1. The teacher draws the outline of a laptop on the blackboard. Around the laptop he or she draws a symbol for danger (e.g. an exclamation mark in a red triangle). The teacher asks the students what they know about safe and risky behaviour on the Internet.
2. The students form groups of four and choose which topic they want to work on (see materials for students). There should only be one topic per group. Each group receives the paper with their topic.
3. They discuss what is more or less dangerous, what could happen and how to avoid the risks.
4. They mention two examples, one is about risky behaviour, one about safe behaviour. The examples must be concrete, preferably from their own experience or from observing others. Brief notes are written down by one student, another is nominated as a speaker.
5. Each group presents first the topic by reading it out loud, then tells the audience their two examples.
6. To round up, the teacher asks: "Which is the most common mistake?" "And which is the most dangerous behaviour?"



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Safety online

Passwords

- *Secure your devices (mobile phone, computer or tablet) with a password.*
- *Choose secure passwords: A combination of numbers and letters etc. (never use your name or date of birth).*
- *Do not use the same password for all your logins.*

Backup

- *Make sure that your data is also stored externally, e.g. on a memory stick or cloud.*
- *Make regular backups of your important data.*

Check your posts before others do it

- *Remember: not only your peers can read your posts on the Internet.*
- *Future employers will also be able to read and view public posts and pictures.*

Respect copyright

- *Pay attention to correct referencing of any source materials you use.*
- *In this way you show respect and behave legally correct.*

High risk situations

You receive a suspicious email

- *If you find an email strange or suspicious, do not open the attachment.*
- *It often contains malware that destroys your data or leads to blackmail.*

Someone wants personal information from you

- *Do not enter any personal data (your telephone number, date of birth, home address or passwords) in input fields on the Internet or in apps.*

Someone asks you to transfer money

- *Be careful when someone asks you to transfer money!*
- *It could be a fake identity, not your acquaintance. Ask questions that only a person you really know could answer.*



TASK 19

CYBER GROOMING

Goal

The students know about the risks of cyber grooming.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Inform yourself about the topic in advance; Paper Sheets; Colouring pencils



Module 5

Personal safety

LESSON DESCRIPTION

1. The students are shown the term "cyber grooming" and share what they know about it. The teacher supplements the prior knowledge (see materials for students) without using a picture.
2. The teacher explains: "Imagine that the government wants to run a poster campaign against cyber grooming, targeting children between 8–12 years and their parents. The government is asking various advertising agencies to come up with images for these posters. Imagine you are working for a small advertising company and want to make a pitch. If necessary, the teacher gives hints like "an old person pretending to be a young person", "fake pictures", "hiding behind a mask", etc.
3. Groups of five are formed. First, everyone sketches one or two picture ideas – just a quick sketch, nothing elaborate. Then the sketches are presented and discussed. The group agrees on the most fitting idea. One person from the group draws this version. Again, it is only a sketch.
4. The sketches are pinned to the wall or blackboard, and each group has one minute to comment on their product in front of the class. The sketches can be displayed in the classroom for a few weeks.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Hints to prevent cyber grooming:

SMART

SAFETY:

Stay safe online by keeping personal information to yourself, like where you live, your email address or phone number.

MEETING:

Do not meet in person with someone you met online! If you do, make sure your parents approve and are present.

ACCEPTING:

Don't accept files or friend requests from people you don't know.

RELIABLE:

Check that the information you are getting is truthful and reliable.

TELL:

If something makes you feel worried or uncomfortable, tell your parents or a trusted adult.

Background information

"Grooming" originally meant something positive "to care for, to use, to maintain", e.g. "beard grooming". Nowadays it is used for something negative. "Cyber grooming" is about building a relationship with a child in order to later abuse it. This can be far easier online.

A typical example

An older man wants sexual contact with younger boys or girls. To do this, he makes contact on the Internet, via a chat or on websites. He pretends to be a 12-year-old. His aim is to gain the child's trust and then meet him/her in real life to abuse him/her sexually. A European study showed that an experienced groomer can take as little as half an hour of online contact to persuade his victim to come to a live meeting.



TASK 20

ROAD TRAFFIC RULES

Goal

Students discuss reasons to follow traffic rules.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Table "Traffic rules" on blackboard or projector (see materials for students); Slips of paper.



Module 5

Personal safety

LESSON DESCRIPTION

1. The teacher asks for examples why traffic rules are sometimes not followed. The discussion should then focus on reasons why traffic rules are followed or not. A student or the teacher notes keywords in a list (see preparation).
2. Groups of four are formed randomly. Each group proposes at least three different slogans for obeying traffic rules. A slogan is a short, easily memorable sentence that brings a message to the point, e.g. "Slow down, or die fast." The slogans are aimed at the age group 16 – 25.
3. In the same groups, ideas are first noted down individually. The list on the blackboard/projector serves as inspiration.
4. Those first ideas are exchanged. Each student tries not to criticise the other's ideas, rather to build on them. The group looks carefully at words, combines and replaces them, pays attention to the rhythm. They decide which ones they like best and write their three favourites on a slip of paper.
5. They then present their favourite slogans to the class. A discussion follows about what makes a slogan work or not. Finally, the class and teacher make plans to present the idea of launching a school "traffic safety awareness" campaign to the principal.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Traffic rules

Reasons to observe a rule	Reasons to not follow a rule

