



A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 11



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A TEACHER'S GUIDE TO PERSONAL DEVELOPMENT FOR GRADE 11

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GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 11" 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:

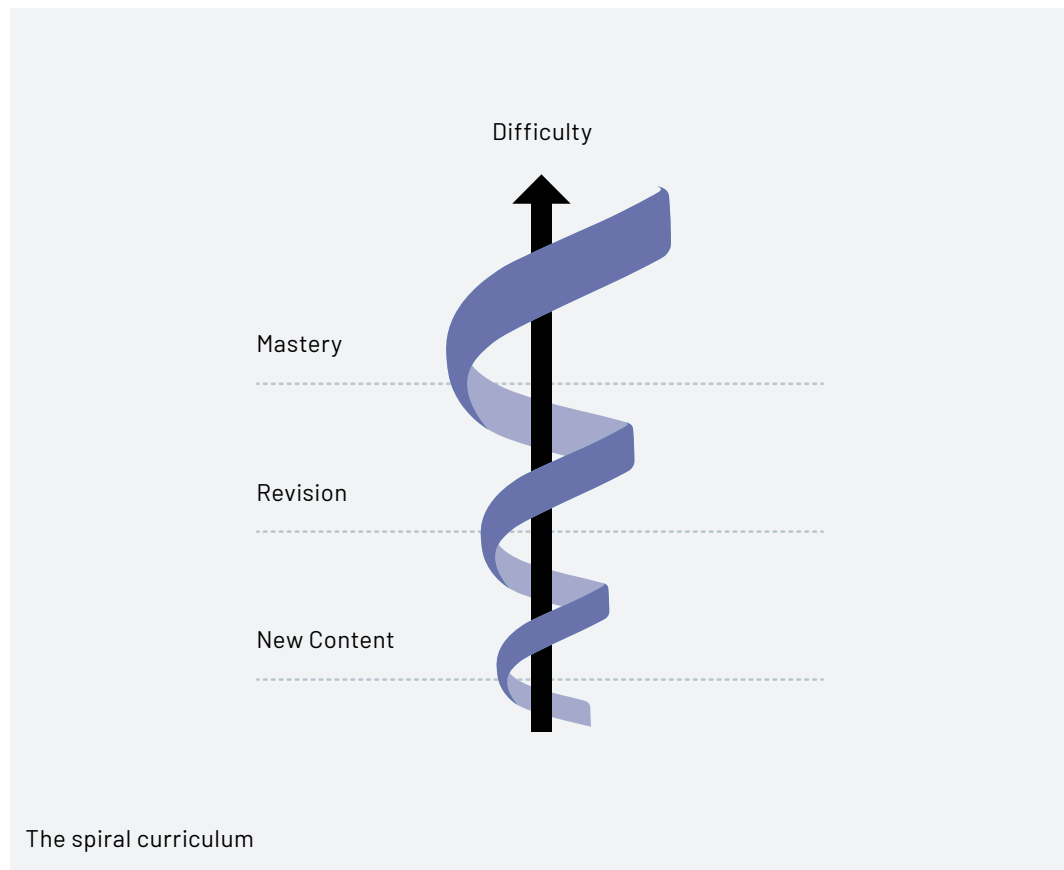
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility, 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?

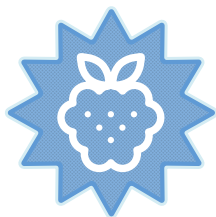
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 11

This manual consists of 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: Expressing one's personal identity by exploring the self and social resources in order to build a constructive relationship with one's family and others. This includes:

- modelling positive relationships and gender relations, by assuming responsibility for communicating effectively,
- applying public communication strategies in the school and out-of-school context, and
- preventing violence in relationships, based on specific signs of abusive behaviour during dating.

The topics in Module 1 include: communicating personal needs as well as accepting others' needs (task 1), detecting and preventing abusive manipulation in relationships (task 2), setting clear boundaries to protect personal limits (task 3), and finding appropriate ways to communicate when first contacting someone they like (task 4).

Module 2:

Ensuring quality of life

Specific competencies: Demonstrating personal responsibility in choosing behaviour oriented towards valorisation of self, others and the surrounding environment to ensure a sustainable use of personal and environmental resources. This includes:

- analysing communication methods, appropriate to the situation and context,
- establishing relationships between beliefs, values, priorities and correctness of decisions, and
- assuming an age-appropriate behaviour based on personal values, priorities and decisions.

The topics covered in Module 2 focus on appropriate communication in different social contexts (task 5), recognising mature behaviour (task 6), evaluating whether communication in advertisements is correct and respectful (task 7), and valuing the advantages of second-hand shopping and consumption (task 8).

Module 3:
Healthy lifestyles

Specific competencies: Autonomously engaging in behaviour that maintains one's health and that of others, demonstrating interest and initiative. This includes:

- selecting and presenting information on major risk factors affecting human health and safety,
- determining differences in health indicators according to gender, and
- developing personal strategies for maintaining a healthy lifestyle, with an emphasis on well-being.

The topics covered in Module 3 focus on the risks and benefits of a lifestyle with a cell phone (task 9), knowing places and people that contribute to personal well-being and health (task 10), using different role models to support a personal healthy lifestyle (task 11), and reflecting on the difference between healthy and addictive behaviour around things like alcohol or online games (task 12).

Module 4:
Designing personal careers and developing entrepreneurial mindsets

Specific competencies: Autonomously engaging in behaviour that determines students' school and/or professional path, including recognising and capitalising on personal potential and the opportunities offered by the labour market. This includes:

- being aware of the link between global labour market trends and the local labour market and how this impacts the task of choosing a future profession,
- using effective methods of communication/interaction with employers in the job search process, and
- developing a clear rationale for career planning and decision making, by taking the compatibility of one's own skills, abilities, values, expectations and the specific requirements of the labour market into account.

The tasks covered in this module relate closely to identifying trends in the labour market and the impact on personal career choices (task 13), communicating and interacting with possible future employers in a positive and conducive way (task 14), contacting and profiting from local role models for entrepreneurship (task 15), and connecting personal strengths with professions where they could be used (task 16).

Module 5:**Personal safety**

Specific competencies: Actively engaging in personal safety and the safety of others, demonstrating responsibility. This includes:

- demonstrating motivation to comply with rules and regulations such as those governing road traffic and digital communication,
- assessing situations of major personal and global risk, based on information regarding the ecological situation, trafficking in human beings, etc., and
- developing strategies for dealing with various risk situations.

The tasks covered here contribute to respectful online communication (task 17), detecting signs for human trafficking and knowing ways to get help in such situations (task 18), describing real road traffic accidents and suggesting adequate measures of prevention (task 19), and being clear about whether risky behaviour is necessary, adequate or harmful (task 20).

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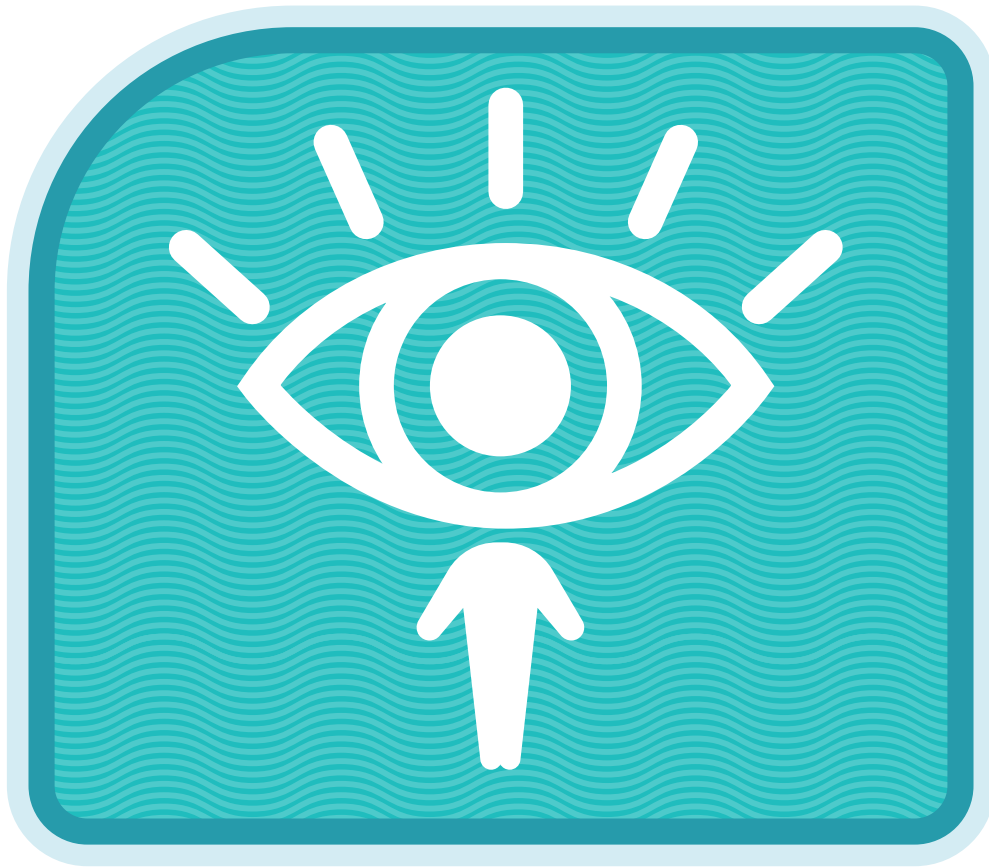
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MODULE 1

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

MY NEEDS YOUR NEEDS

Goal

The students are able to assert their personal needs while still acting socially.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Two copies of the "Role cards" (see materials for students) cut into slips, so you get six sets



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

My personal freedom ends where the personal freedom of others begins – this is a well-known wisdom. But this is easier said than done. Let us try it out:

1. The teacher divides the class into six groups. Each group gets a pair of role cards, either A or B (see preparation).
2. Two students prepare to act out their roles as described on the cards. The aim is to assert their personal needs respectfully but firmly.
3. The others watch what happens when A meets B and give feedback:
 - Who had the upper hand?
 - How did the person prevail, with words, gestures, facial expressions?
 - Or did the two manage to reach a compromise?
 - How did they do it?
4. Then the groups pass their role cards on to another group as follows: 1 → 2 → 3 → 1 → and so on. Two other students get the new role cards. Repeat steps 2 and 3.
5. In the circle, the class and the teacher reflect on the role-plays by exchanging experiences: "When did I find it easier to assert my personal needs and requests?" "When was it difficult, or even impossible?"



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Role cards

1A

During a class trip a student who normally pays little attention to you asks you to lend him/her your brand-new mobile phone, because you are not using it at the moment. You do not want to lend your new phone, and certainly not to a person you are not friends with.

1B

You are on a school trip. You are bored. A schoolmate with whom you have normally no contact has a brand-new smartphone that he/she is not using at the moment. Try to persuade him/her to lend you the smartphone.

2A

You want to go swimming in the river and are just getting on your bike to go. Right then your neighbour runs to you and asks you to get medication from the pharmacy for his sick child. But your friend is waiting at the river. You know that his/her mobile phone is broken, so you cannot inform him/her about the delay.

2B

You are a father, and your little daughter is in bed with a flu and a high temperature. You should urgently go to the pharmacy and get a fever-reducing medication. But you cannot leave your daughter alone. Then you see your neighbour, who is just getting on his/her bike. Your chance!

3A

Your teacher asks you to bring Petra her homework. She is at home because of a broken leg. But you find Petra and her parents very strange and somehow threatening. You try to refuse the request, even though you are the student living closest to Petra.

3B

You are a teacher. Petra, a student from your class, had broken a leg and therefore, cannot come to school. You want someone to take her homework to her, and you choose the student who lives closest to her.



TASK 2

HOW TO RESIST MANIPULATION

Goal

The students can detect signs of manipulation in relationships and are able to react accordingly.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Sketch of a puppet on a string (see materials for students); "Strategies to resist manipulation" (see materials for students) each on a separate paper, in bold letters, displayed on the blackboard



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sometimes you feel pressured in a close relationship or even a collegial relationship. This could be because you feel that you are being manipulated.

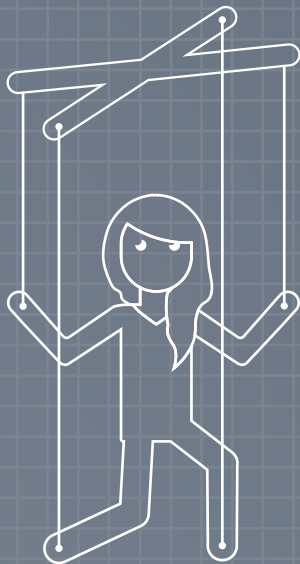
1. The teacher draws a person on a string on the blackboard and asks: "We all sometimes try to manipulate people – how do we do it?" The class looks for examples, discusses if these are manipulations or not. Some keywords which describe signs that a person is being manipulated (see materials for students) are written beside the drawing.
2. The teacher shows the strategies to protect people from being manipulated. Two sentences are already there and two more should be provided. The class is divided into five groups, and the students gather below a strategy to which they have been randomly assigned.
3. Each student thinks silently of more sentences that could fit. It can be a new idea, or sometimes just changing a word or two can give a good twist.
4. The ideas are discussed, versions are compared and finally the two best sentences are added to the paper.
5. The students read all the papers with the aim of building up a repertoire of different strategies. They group themselves into pairs, standing apart at arm's length. One student thinks of a form of manipulation and acts it out to the other student. The other has to react instantly and reject the manipulation. The sentences produced should be helpful. They switch roles several times.
6. The students return to their places and note down sentence(s) they find most useful.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Strategies to resist manipulation



Manipulation is an emotional strategy to exploit others, disregarding their rights and feelings. Here are some signs:

Someone flatters you, talks a lot and does not give you time to think.

Someone does you a favour but expects another – bigger one – in return.

You feel under pressure: "Please do that. It's your duty to help me!"

Gestures and tone intimidate you; you would like to get out of this situation.

1 Say "No"

- "That's not right for me, I don't agree."
- "I do not want to do that."

2 Ask probing questions

- "Why should I do that for you?"
- "Are you asking me or telling me?"

3 Set clear boundaries

- "I don't owe you anything."
- "I understand that you did a lot for me, but that doesn't mean you can belittle me."

4 Suggest alternatives

- "We could do this ... instead."
- "I have another idea ..."

5 Use time to your advantage

- "I will give you an answer in the evening."
- "You are pushing me. I want to think about it in peace."



TASK 3

SAY STOP!

Goal

The students are able to communicate in public when others do not respect personal limits.



Time needed

45 minutes



Social settings

- Pair work
- Group work
- Plenary discussion



Preparation

Enough space for the experiment, e.g. chairs and benches against the walls, or in the corridor



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

This lesson is about recognising and respecting your own limits and the limits of others. It starts with an experiment:

1. The students work in pairs, facing each other 2–3 metres apart. When person 1 says, "Go!", person 2 walks slowly towards her/him. Person 1 shouts "Stop!" as soon as person 2 has reached a distance that he/she finds comfortable.
2. Perform the experiment in reversed roles.
3. Look for a new partner, play both roles again.
4. Reflection in a circle of chairs. The teacher moderates with the aim that pupils speak at least three times as much as he/she does:
 - Who has succeeded in maintaining their own space, who has not?
 - How did you say, "Stop!"?
 - Did person 2 take the "Stop!" seriously? Why? Why not?
 - Does it depend on height, sex, age if the "Stop!" is respected? Are there other reasons?
 - How do you say, "Stop!" so the other person understands that it? The teacher notes down the ideas given by the class on the blackboard. If necessary, he or she completes them (see materials for students).
 - What can I do if my "Stop!" is not taken seriously? Who do I turn to?
5. To round up, everyone practises saying "Stop!" Groups of three are formed. Each group looks for a place in the room. Two group members practise saying "No" as in steps 1 and 2, the third person observes and gives feedback on what has already been done well and what has not (see notes on blackboard).

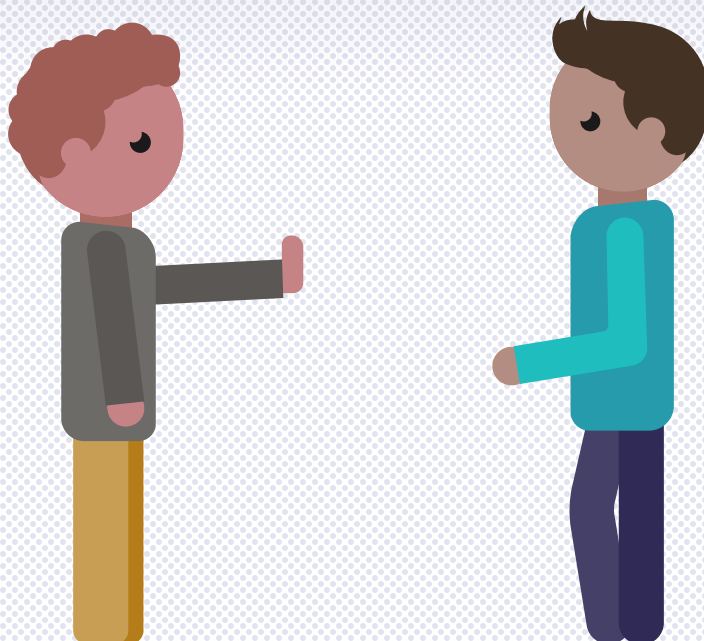


MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Say "Stop!" successfully

- *Stand upright*
- *Keep eye contact with the person opposite*
- *Say "Stop!" clearly*
- *Do not laugh or smile*
- *Vary the pitch of the voice, or the volume*
- *Emphasise "Stop!" with gestures*





TASK 4

THE MOST CONVINCING TEXT MESSAGE

Goal

The students know ways to express themselves when making contact and flirting.



Time needed

45 minutes



Social settings

- Individual work
- Plenary discussion



Preparation

Paper slips for all students;
Sticky tape



Module 1

Self-knowledge and knowledge of others

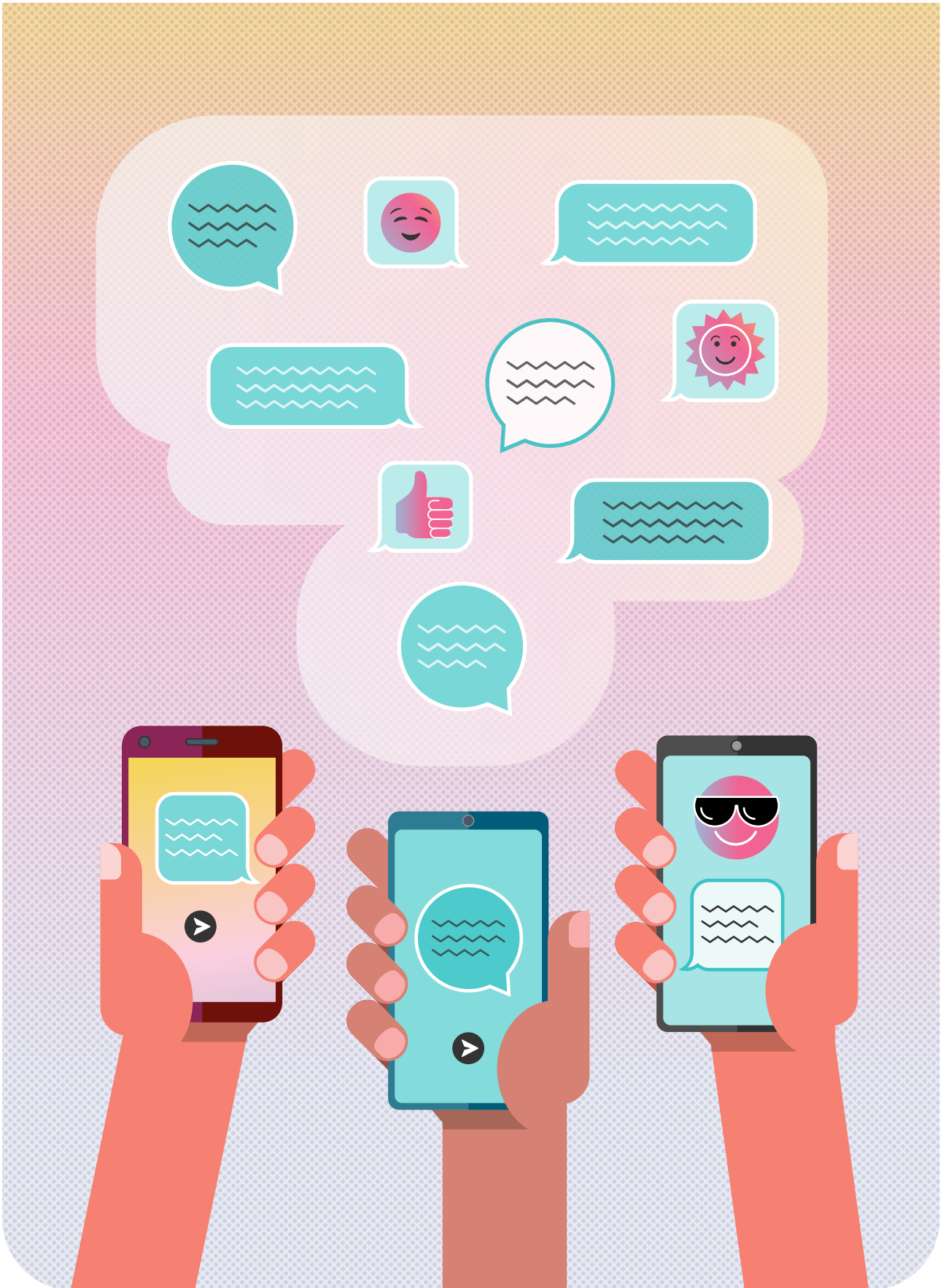
LESSON DESCRIPTION

The teacher describes the following situation: "You saw a young woman or man briefly and would like to get to know him or her. You are lucky, because one of your friends gives you the phone number of this person. But phoning seems very difficult for you, so you decide to write a text message."

1. Each student writes a text message on a slip of paper. Try to be convincing, write about yourself, express your feelings and propose a meeting. What could make him/her smile or take interest in you?
2. The slips are pinned on the wall. The students read all messages and judge them according to the criteria:
 - appeals to me
 - is likeable
 - has a sense of humour
 - would like to meet this person
3. The students award points by painting a thick dot on a message they really like. All have five points at their disposal.
4. The three messages with the highest ranking are discussed in the plenary in a circle of chairs.
5. Then the following questions could be interesting:
 - Who has ever sent a text message to contact someone? And who is willing to share his/her experience with us?
 - Is writing a text message easier than a direct contact? Why? Why not?
 - Do you have other tips for making contact?
 - How do you react if you don't want to meet the person who contacted you?
6. The paper slips with the text messages stay in the classroom for a week.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





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

YOUR GRANDMOTHER IS NOT YOUR COLLEAGUE

Goal

The students are able to adapt their way of speaking to the situation they are in.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Slips of paper (about three per group); Examples of different kinds of conversations



Module 2

Ensuring quality of life

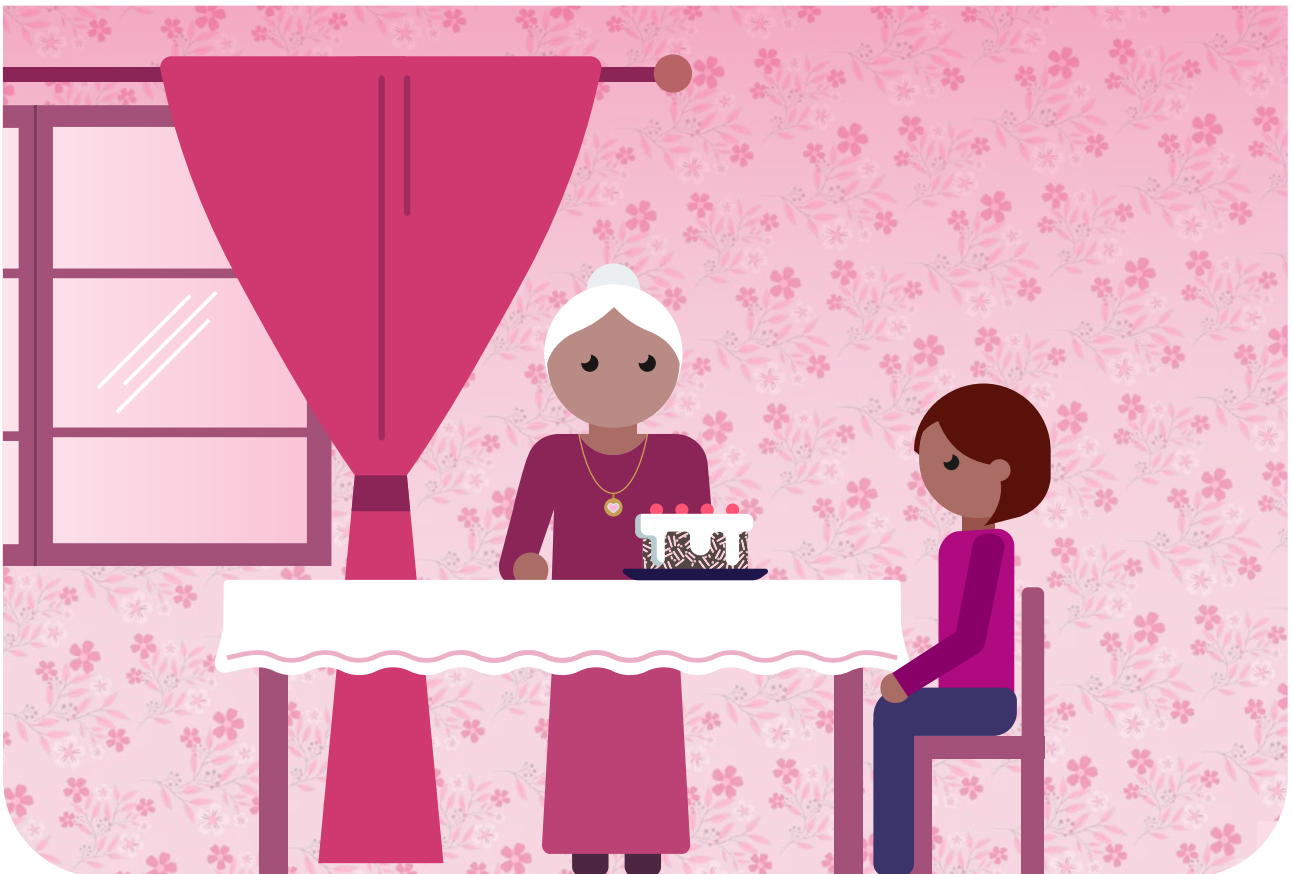
LESSON DESCRIPTION

We humans communicate all the time. But what is perfect in one situation is quite inappropriate in another. Saying among friends: "You made a cool cake!" is quite ok. If you said the same thing to your grandmother, you would most probably get a strange reaction. You would probably rather say something more like "Grandma, your cake is very tasty!"

1. The teacher adds an example of his or her own, where the choice of language was not appropriate for the occasion.
2. Now the students become "translators" between their world and the world of grown-ups, be it in business, school, at home or free time. Groups of four are formed, preferably by chance.
3. Each group notes down at least three situations similar to the examples given before, where a sentence said by a person their age has to be "translated" into the language of grown-ups, or vice-versa. Sometimes the difference is subtle, just a word or two changed; sometimes you have to use completely new expressions. They should be creative, play with words and watch the reactions.
4. Two groups get together and present their translations, but they just say/read one side and let the others guess what the translation could be. Then, they must watch, listen and enjoy what the others propose.
5. In a circle, the class and the teacher nominate a) the most original and b) the most subtle translation.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 6

GROW UP AND ACT LIKE AN ADULT!

Goal

The students can recognise signs of mature and immature behaviour in relationships, both in themselves and in others.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

"8 signs of emotionally immature behaviour" as a handout; Paper slips or on blackboard or projector (see materials for students)



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Few things make us more miserable than being in an unhealthy relationship. Often, it's because the partner is someone emotionally immature. Here are a few signs to watch out for (see materials for students).

Sequence ①

1. Activating prior knowledge, the teacher presents one or two examples of a behaviour which is ok for a child, but not for an adult.
2. All students walk around the classroom silently, read the 8 signs (see preparation) and try to find situations in which people their age or adults acted more like a spoiled child – or adult!
3. Groups of three get together, choose one sign without letting the others know and prepare to roleplay a scene showing this type of immature behaviour.
4. The class sits in a semicircle. A group acts out their scene, while the others have to guess which type of behaviour it is.
5. Homework: Look out for immature behaviour individually and note at least two scenes. You might also encounter positive examples. Maybe even from a child?

Sequence ②

1. The students share what they found in new groups of five.
2. They answer the following questions in their groups:
 - Which behaviour was often observed? Which rarely or not at all?
 - Is some behaviour more typical of men or women?
3. Back at their desks, the students privately write down, how they think they already are mature and one aspect about their behaviour they would like to improve.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

8 signs of emotionally immature behaviour

1

Emotional escalations

Immature people often cry, get mad, or outwardly appear petulant and pouting. Grown-ups seldom do.

5

Lying

When a situation gets uncomfortable, immature people might lie to stay out of trouble. Adults have learned that sticking to the truth is sometimes hard, but worth the effort.

2

Name-calling

Immature people call each other names, showing no respect or the other person. Most adults do not attack people's personal traits. Instead, they talk about the problem, and try to find a solution.

6

Everything is about them

Immature people very often want to be the centre of attention – the “prince/princess disease”. All others must listen to them, admire them and do as they say.

3

Impulsivity

Immature people strike out impulsively when they feel hurt or mad. Similarly, instead of listening to others, they interrupt them. Mature people pause, try to resist strong react reactions.

7

They won't go deep

Immature people will delay tough conversations because they aren't able to manage their feelings. Instead, they make a joke, divert or change the topic.

4

Blaming

When things go wrong, immature people look to blame someone. Mature people try to admit when they have messed up and try to fix the problem.

8

They have commitment issues

Talking about the future intimidates immature people. They avoid planning things together and saying yes definitely. They're afraid of limiting their freedom.



TASK 7

GOOD ADVERTS BAD ADVERTS

Goal

The students are able to evaluate advertisements, taking into account the values involved.



Time needed

45 minutes



Social settings

- Pair work
- Group work
- Plenary discussion



Preparation

20–25 advertisements taken from magazines; A sheet of paper for every two students; Sticky tape; Glue



Module 2

Ensuring quality of life

LESSON DESCRIPTION

1. The teacher walks around the classroom, showing an advert to the class and asking: "Is this a good ad? Why is it good? Why not?" The teacher shows a second advert and elicits a broad range of answers, putting together criteria with which to talk about quality.
2. The students work in pairs, which are selected by asking: "With whom did you not work the last three weeks?" The adverts, without the two already shown, are laid out on a table or on the floor. The pairs choose one advert – be it good in their eyes, mediocre, or bad. Perhaps the mediocre ones are more interesting?
3. The pairs glue their advert onto the sheet of paper. If it is the same size, it is glued above and the empty sheet below. Together the two students discuss the pros and cons of the advert and try to find a least five different qualities, good or bad, which they write out as numbered statements on the paper. They then write the numbers onto the image to indicate the part of the image that each statement refers to.
4. Two pairs get together. They take turns to present their advertisements to each other. The other pair gives feedback and asks questions. As a summary, they discuss the question "Which is the quality criteria we find the most interesting?"
5. The adverts are taped to the walls. The students wander around the exhibition and read what others have produced.
6. The pairs stand next to their products, and a number of students tell the class about the quality criteria they find the most interesting.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 8

SECOND-HAND SHOPPING IS FIRST CLASS

Goal

The students reflect on their consumer habits and know criteria for good second-hand shopping.



Time needed

45 minutes



Social settings

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



Preparation

"5 prejudices against second-hand items" (see materials for students) on blackboard or projector;
A "scale" made by laying out a row of four sheets of paper on the floor labelled: 1. Very satisfactory, 2. Quite satisfactory, 3. Rather not satisfactory, 4. Not satisfactory



Module 2

Ensuring quality of life

LESSON DESCRIPTION

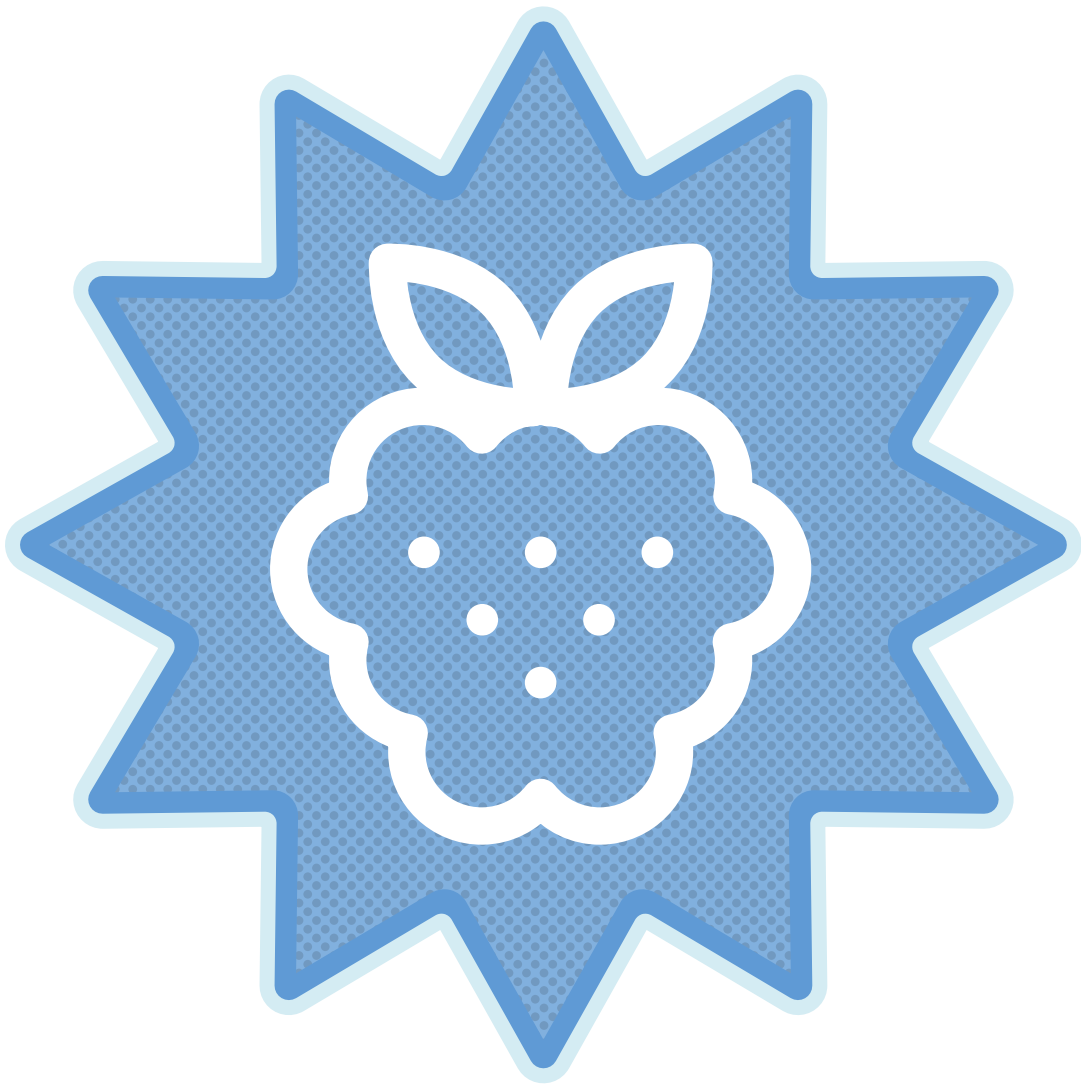
1. The teacher starts by giving an example of second-hand shopping, be it quite good or rather bad. He/she invites the class to talk about their experiences and asks follow-up questions like "Why was it good/bad?" – "What was your expectation beforehand?" – "What was your impression after the shopping?"
2. The teacher presents the "5 most frequent prejudices against second-hand items" (see materials for students) and links them to the entry round in step 1.
3. The teacher forms groups of five. Each group assigns roles for two members: moderating the discussion and representing the group afterwards. Each group discusses the prejudices, shares experiences and opinions and finally rates it on the scale (see preparation).
4. The class sits in a semicircle in front of the four-level scale. For the first item, the teacher asks the group representatives to stand next to the level their group decided on. This gives a good picture of the discussions that took place beforehand. The teacher asks one or two students why they took this position. Then comes the next item.
5. To sum up, class and the teacher share their impressions about what surprised them the most, and whether they will do more second-hand shopping in future or not.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





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

TWO DAYS WITHOUT MY MOBILE PHONE

Goal

The students explore the influence a mobile phone has on their lifestyle and their health.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

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



Preparation

"Questions for everyone" and "Hints for option A" (see materials for students) on projector or blackboard



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. To start, the teacher asks: "Do you remember a time when you could not use your mobile phone?" and "Do you know people who had to do without a phone for a while?" Situations are collected, as well as opportunities and risks.
2. The teacher announces an experiment for the week to come: "What would happen if a person decides to stop using the mobile phone?" The students have two options:
 - A** Not using their own phone for two days,
 - B** Interviewing someone about why he/she is taking a break from his/her phone or doesn't have a mobile phone at all. The students decide individually. They are given time to think alone or to consult others. Then the students work alone or in small groups.
3. **A** The students decide when these two days will be and plan what to do (see materials for students).
B The students prepare the interview for a person fitting their description: How will they find and contact that person, prepare questions, arrange the meeting, etc.
4. To finish, the teacher conducts a quick survey: "Those who chose option **A** please raise their hands!" "And **B**?"

Sequence ②

1. The teacher forms groups of 3–5, either mixed or **A** and **B** separated, depending on the numbers. The roles "time keeping" and "reporting" are determined. They talk about their experiences and consider the advantages and disadvantages of not having a phone for a while. One group member, nominated as the "reporter", takes notes.
2. In a circle, every group reports to the class briefly. A moderated discussion follows.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

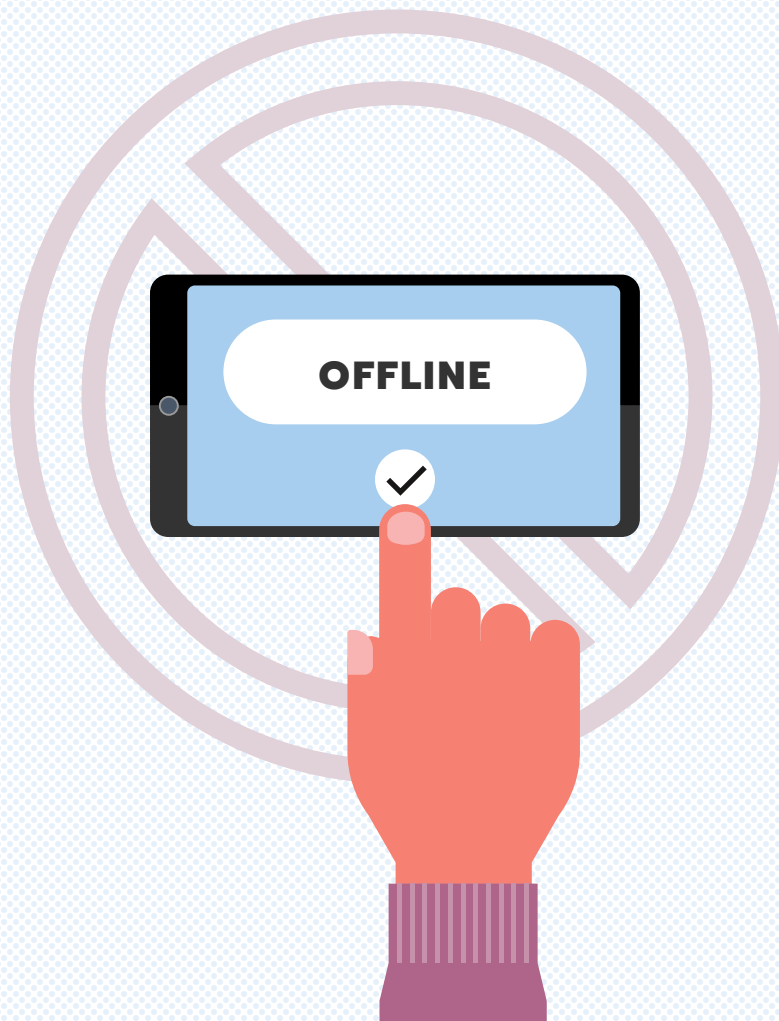
Questions for everyone



- Which experiences were positive?
- Which experiences were negative?
- Would you recommend this experiment to others? Why? Why not?

Hints for option A

- Put your phone into an envelope with your name on it. Seal it and give it to the teacher who stores it safely.
- Inform other people that you won't be able to communicate via mobile phone for two days.
- Do not transfer your mobile phone activities to using a computer instead!
- Take notes during those days about how life changes without the phone.





TASK 10

PLACES WHERE I FEEL SAFE AND HAPPY

Goal

The students know special places and people who help to maintain their health.



Time needed

45 minutes



Social settings

- Individual work
- Plenary discussion



Preparation

Sheets of paper for each student;
Questions "My special person"
(see materials for students) on
blackboard or projector



Module 3

Healthy lifestyles

LESSON DESCRIPTION

When people want to be safe and happy, they sometimes retreat to a place only they know. There they feel comfortable and can be themselves. These places are often in nature, e.g. in the woods or overlooking a river. It can also be a quiet, secluded corner in a house or in a barn.

1. The class sits in a circle. The teacher introduces the topic above and either reads out "My special place" (see materials for students) or tells what his or her special place is.
2. The teacher asks the students whether some are willing to tell the class about their special places. Because this is very personal, trust on both sides, teacher as well as students, is necessary.
3. The students now work individually. They note what their special place is, how they found it, what they do there. Those who don't have such a place yet, start thinking where they could find it.
4. The teacher leads to the second point, e.g. "Most people have a place of their own where they feel safe and happy. But certain people can also make you feel safe and happy. Which person do you turn to when you need to be safe and happy? Think of your family, relatives, neighbours, colleagues or friends!"
5. The students, still working individually, write a second paragraph entitled "My special person" (see materials for students).
6. To finish, some students may share what they wrote, but nobody has to!



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



My special place

When I was a boy of about ten, I had a favourite tree. It was standing in the large garden of our house, tucked away in a corner. It was a lovely pine tree, and the best thing was, it was easy to climb and to sit comfortably on a thick branch. Nobody could see me, but I had a good lookout on the garden and the village below. I would sit there for hours, relaxed, calm, thinking about the world and thinking about nothing, enjoying the smell of the pine and the tranquility. I was at ease with myself.

My special person



- Who is your "special person"?
- If you haven't such a person, who could it be?
- Why did you choose her/him?
- On which occasions do you meet this person?
- How do you feel when you have been with this person?



TASK 11

MY ROLE MODELS A PATCHWORK

Goal

The students know that different people can serve as their role models.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Thinking about one's role models, who they were, whether they changed, etc., taking some notes



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher opens the lesson by saying "We all admire people for what they do, we have role models", adding probably a personal example or two. Then the students are asked to name their role models and the reason(s) for choosing them. The teacher is aware that this can be delicate for students and is therefore responsible for setting a good climate.
2. To broaden the view, the teacher asks for other types of role models, e.g. role models who students either know personally, or from books or films.
3. Typical for a role model is that this person has one special characteristic, which we appreciate and admire. However, they possess many other characteristics, both good and not so good. So, in this lesson, the task is to produce a "role model patchwork".
4. The students work individually. They produce a text about their personal role model, which contains aspects stemming from three different people (real or fictitious). In each paragraph, they describe what the person does and why they chose his/her specific characteristic.
5. The students walk around in the classroom and choose a partner to share their "role model patchwork". Repeat this step a few times.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

**There's always someone
looking up to you**





TASK 12

ENJOYING IT OR ALREADY ADDICTED?

Goal

The students reflect on the difference between healthy and addictive behaviour.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Research the topics and signs of addiction; List of topics (see materials for students) on blackboard or projector; Eight A3 sheets of paper; Colouring pens; Black pens



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher briefly introduces the subject with questions like: What does addiction mean? What type of addictions do you know? You can be addicted to a substance or to a behaviour: name examples of both.
2. The teacher divides the class into eight groups. Two groups each work on a topic (see materials for students). Each group produces a mini-poster (see materials for students) which displays the signs of healthy and addictive behaviour. These signs can be facts and numbers: How often? How much? But other signs are equally important: Describe how a person behaves, how the situation is, what emotions are involved, etc.
3. The teacher watches while the students work. He or she only helps if called by a group.
4. Groups with the same topic present their mini-posters to each other. They ask and answer questions about the work.
5. The teacher asks for some feedback from the brief presentations, e.g. "What were common points?", "Were there big or small differences?" or "Are you sure, or just guessing?"
6. The teacher asks whether some groups would be interested to research more on their topic and/or consult reliable person or institutions. The teacher reserves 10 minutes of the following lesson for the results. The mini-posters are taped to the wall and stay there for a week.

**MATERIALS FOR THE STUDENTS**

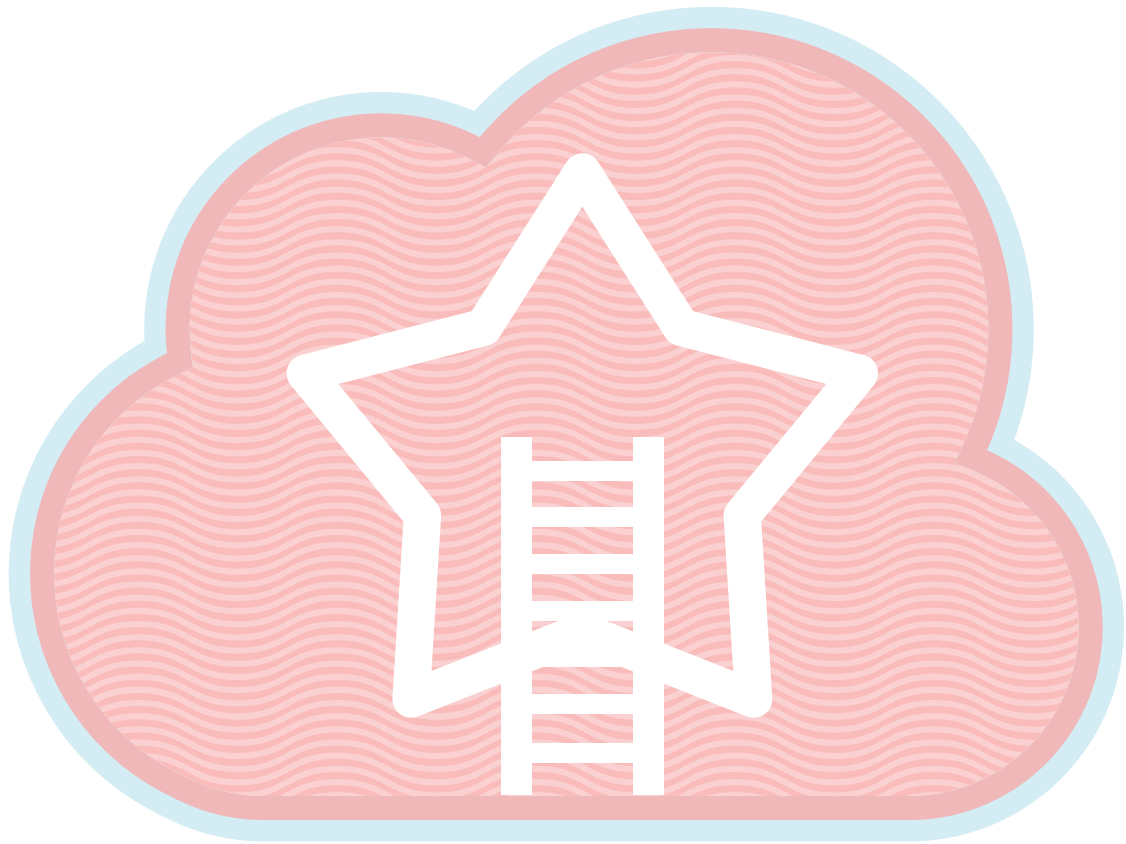
On blackboard/projector/worksheet

Topics

- TOBACCO
- ALCOHOL
- SOCIAL MEDIA
- ONLINE GAMES

Smoking tobacco

| Signs of healthy behaviour | Signs of addictive behaviour |
|----------------------------|------------------------------|
| | |



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

YOU ARE TREND RESEARCHERS

Goal

The students can identify trends in the labour market and assess how they affect them.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

- ① List of labour market areas (see materials for students) on blackboard or projector
- ② One sheet of paper A3 for each group; thick colouring pencils; sticky tape



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the topic “trends” by asking about the latest trends e.g. in fashion, transportation or communication. What has become more important, what has disappeared? And what is stable? Then the dialogue turns to trends in the labour market. The teacher asks the students to name a few of them.
2. The students will be trend researchers in the labour market in those fields (see materials for students). The teacher divides the class into groups: either one or two groups per area.
3. Each group:
 - collects what they already know about trends in the area, and what they suspect,
 - researches trends on the Internet: What are facts, names and figures?
 - prepare interviews with at least two people working in this area.
4. For homework, the groups conduct the interviews and continue the Internet research.

Sequence ②

1. The groups come together and prepare a mini-poster with keywords, icons and perhaps a diagram. The size is A3 and they should use thick pencils. The mini-poster contains:
 - an increasing trend,
 - something that is declining or disappearing completely,
 - something that remains quite stable,
 - how these trends affect the student’s opportunities in the labour market.
2. The students tape their mini-posters to the blackboard and/or walls. The students read the charts silently. The teacher assigns each group a partner group to give brief feedback after reading the posters.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Labour market areas

The teacher chooses from this list, adds and deletes areas considering the actual situation in the labour market on the one hand and the interests of the students on the other.

• Agriculture

• Manufacturing

• Food processing

• Textile production

• Health

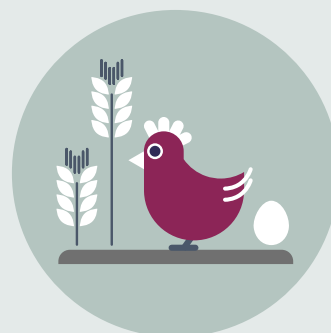
• Services

• Administration

• Telecommunications

• ICT

• ...





TASK 14

COMMUNICATING WITH POSSIBLE EMPLOYERS

Goal

The students know how to communicate effectively with possible future employers.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

List "What makes a good impression?" on projector or blackboard (see materials for students); One copy of the same list to hang out in the classroom for future use



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

1. When students go to view a business, or have an interview, they should go prepared. The teacher asks the students how they usually prepare themselves for such tasks and what they think is the most common mistake people make.
2. The teacher presents the list "What makes a good impression" (see materials for students) and links it to what the students said about phase 1 "before". Then he or she focuses on the "during" and "afterwards" phases.
3. The teacher forms groups of five, at random. The task is to play a short scene (1–2 minutes) from a visit or interview in two versions: One full of mistakes, one that is done well. The group chooses the order in which their scenes take place.
4. Two groups get together. They act their role-plays to each other and then give feedback. The teacher observes what happens in class. She/he may also observe one or two groups more closely but does not disturb them!
5. The teacher shares what he or she observed, what happened in several groups, what he or she liked best. Two or three students also share their observations.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

What makes a good impression?

Before

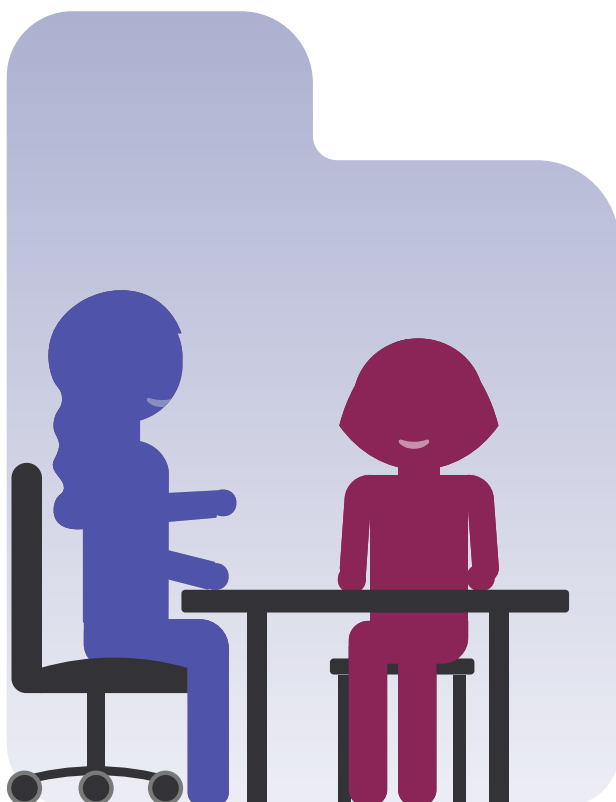
- *Inform yourself thoroughly about the company and/or person you will visit or interview.*
- *Learn the names of the people; be sure to have their contact details.*
- *Be clear what you expect from the visit or interview, note keywords down to remind yourself.*
- *Think about how you will record your impressions during the visit or interview.*
- ...

During

- *Politeness helps. Be punctual, show gratitude and openness, make eye contact, greeting gestures, etc.*
- *You are a guest in a company, so adhere to the rules meticulously! If you are not sure about the rules, ask! Inform the person/people about your expectations – and ask for their expectations.*
- *If there is something you don't understand, ask directly. This shows your interest.*
- *Always ask permission before taking pictures, taking brochures or flyers, etc.*
- *If you have any problems: talk to the contact person in the company or to your teacher.*
- *Tell the person/people how you will proceed after your visit or interview.*
- ...

After

- *As fast as possible, complete your notes and write down further impressions and insights.*
- *Compare your notes to your expectations: Fulfilled? More than fulfilled?*
- *Decide what material you can use for illustration: photos, leaflets, material, etc.*
- ...





TASK 15

SUCCESSFUL ENTREPRENEURS, RIGHT HERE!

Goal

The students are able to contact and profit from local role models for entrepreneurship.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

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



Preparation

- ① Sheets of paper; Thick pencils; List "What makes a good impression?" from Task 14 pinned on the wall
- ② Paper A4; Sticky tape



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

We all know famous entrepreneurs. But there are entrepreneurs right on your doorstep, perhaps they might run a one-man or one-woman business. Some even run their business part time.

Sequence ①

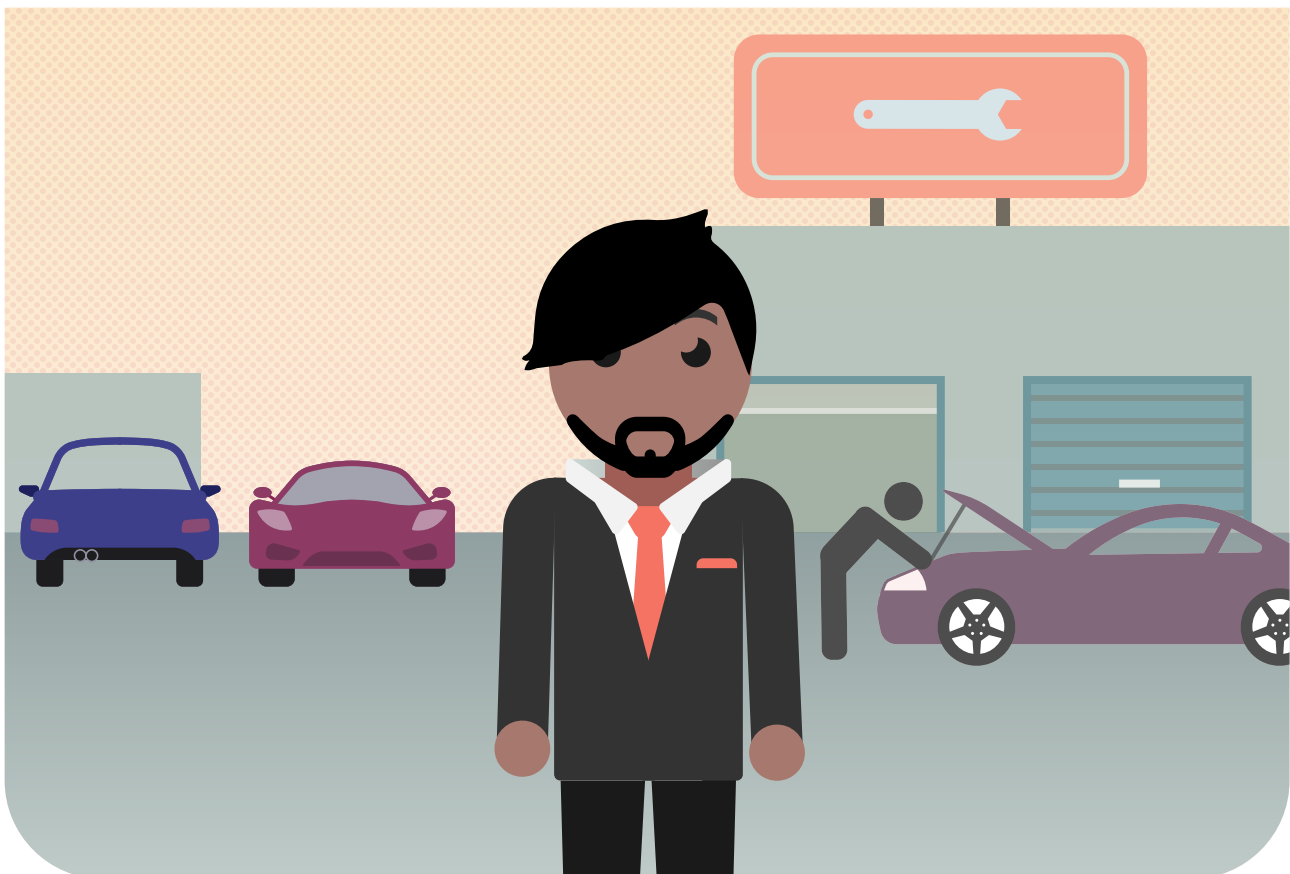
1. The teacher introduces the topic and asks the students to answer two questions, by noting down keywords:
 - "Can you describe what 'successful' and 'entrepreneur' mean?"
 - "Do you know such a person in your neighbourhood you could interview?"
2. Two students get together and discuss their notes.
3. The class forms a circle and the teacher asks for definitions of "successful" and "entrepreneur". The students share their ideas and finally agree on a definition. The teacher moderates.
4. The names of possible interview partners are written on a piece of paper. The students form groups, standing behind a name, making sure they are evenly distributed.
5. The groups prepare their interview. They write down interview questions such as, "What made you start your own business?" or, "Who or what helped you achieve your goals?". The list from task 14 can be used as a guide.
6. The interview is carried out as a homework task.

Sequence ②

1. The groups get together again and produce a "portrait" of the person with name, business and a maximum of six keywords. They sign their names at the bottom of the sheet of paper.
2. The portraits are pinned to the walls. The students read silently and decide individually which student they want to talk to about "their" entrepreneur.
3. The portraits remain in the classroom for a week or two.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 16

ARE YOU GOOD AT DETECTING STRENGTHS?

Goal

The students are able to describe personal strengths and connect them with fitting professions.



Time needed

45 minutes



Social settings

- Individual work
- Plenary discussion



Preparation

Slips of papers (at least 3 per student);
Three questions «Your strengths»
(see materials for students) on
projector or blackboard



Module 4

Designing personal careers
and developing entrepreneurial
mindsets

LESSON DESCRIPTION

Quite a few people find it difficult to speak about their strengths. They believe that focussing on faults and being humble is a good thing. But research shows that talking about one's strengths is much healthier than looking for mistakes and weaknesses. A good indicator for strength is when a person performs an activity with joy.

1. The teacher introduces the topic, possibly adding a personal example.
2. The students sit in a circle with a pencil ready. Everybody focuses on one colleague with the help of three questions (see materials for students), noting the answers on a slip of paper. Then they sign the paper and lay it face down on the floor in front of the person. The teacher may participate.
3. Each student focuses on a second and third colleague and repeats step 2. It is very important that everyone in the class gets at least one slip of paper. Everybody is responsible for this. Now it's time to read what strengths the colleagues have detected and in which professions they see you: Enjoy!
4. For homework, the students ask one or two people they know well to answer the same questions about their strengths for them. They compare them to what they got at school and write their thoughts down.
5. In the next lesson, the teacher gives the students ten minutes to share what they experienced while doing their homework.

**MATERIALS FOR THE STUDENTS**

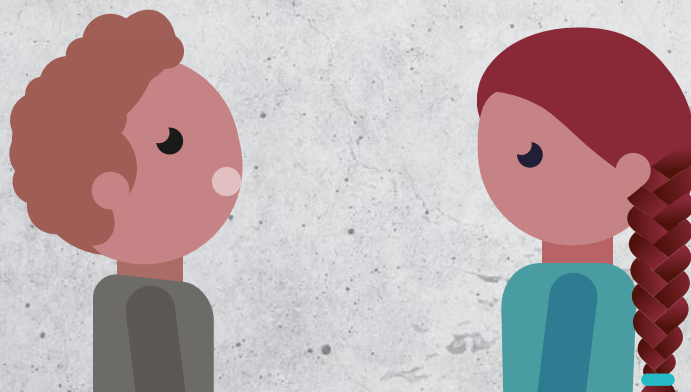
On blackboard/projector/worksheet

**Your strengths**

*In which situations did you experience this person
as particularly happy?*

What strengths were involved, do you think?

*Looking at those strengths, in which profession(s)
would you see this person? Explain why!*





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

RESPECTFUL ONLINE COMMUNICATION

Goal

The students are able to reflect on what respectful online communication means.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Sticky tape or chalk; Titles of the "Four respect zones" written on sheets of paper (see materials for students)



Module 5

Personal safety

LESSON DESCRIPTION

1. The teacher asks the students what comes to their mind when they hear "respect". Ideas and opinions are collected and discussed.
2. The teacher explains the so-called "golden rule": "Treat others as you would like others to treat you." This also applies to the topic today: Showing respect when communicating online.
3. In order to increase this sense of respect, situations are read out loud and the students have to take their stand – literally. Chairs and tables are moved to the wall to produce an open space. The teacher marks four zones on the floor, together with titles (see materials for students).
4. The teacher reads out a statement (see materials for students) and the students position themselves in one of the zones according to their opinion.
5. The teacher asks two or three students why they are standing there. A discussion follows, the students give their explanations, some students may change their mind and choose another zone.
6. Steps 4 and 5 are repeated.
7. During the last five minutes, all students write notes individually about what his or her "take home message" is.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Statements

- 1 I only give negative feedback on the Internet in combination with my full name.
- 2 I copy a piece of Wikipedia content and paste it into my homework.
- 3 I took a picture of a sleeping classmate and posted it on the Internet.
- 4 In a chat, I answer very quickly and write a lot, so the others know what I think.
- 5 I like sharing photos, but I never post or link a picture made by someone else.
- 6 I found a very personal text from my friend on his page. I wrote to him: "Do you really want to show it to everybody?"
- 7 I took a picture of a drunken and sleeping classmate and showed it to him.
- 8 In media conversations I respect the opinion of others and only react when I am asked.
- 9 I use a cute photo of a kitten for my social media profile without mentioning the source.
- 10 I like to do street photography and take pictures of people in the street without their consent.
- 11 Once I felt unfairly treated in a bicycle shop. I informed the owner that I am ready to write a negative feedback online if he were not willing to give me a better deal.

Four respect zones

No respect

A little respect

A fair amount of respect

Full respect



TASK 18

HUMAN TRAFFICKING WHAT CAN I DO?

Goal

The students can detect signs of human trafficking and know where they can get help.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Research the topic on the Internet and find a case study of human trafficking that you present in class (see also materials for students); Illustration "Is it a real opportunity or human trafficking?" (see materials for students) on blackboard or projector



Module 5

Personal safety

LESSON DESCRIPTION

1. The teacher asks the students what they already know about human trafficking, also called modern slavery. Who is the target group? What age? How are they recruited? What happens when they are out of the country? Where can help be found?
2. Every student thinks about these questions and notes down what he or she knows or has heard about this topic.
3. Two students get together and discuss their findings: "What do we know? What are we assuming or guessing?"
4. The class forms a circle and information as well as assumptions are collected and discussed. The teacher adds or clarifies when necessary (see own research and background information).
5. The teacher presents a situation he/she found during the internet research (see preparation). The students have the task of preparing the best friend (in the example) for this situation:
 - What should the best friend say?
 - What questions should he/she ask?The students get together in pairs again and try to find a least three helpful questions that could clarify the situation. They need to be tactful and clear at the same time.
6. Three pairs are selected and may present their ideas. The teacher and class give feedback. To sum up, a student or the teacher repeats where help can be found.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Background information for teachers

Definition Human trafficking, otherwise known as modern slavery, is a form of abuse and is defined as the illegal trade of human beings, mainly for purposes of forced labour and sex trafficking.

Today, there are approximately 45.8 million people caught in the trap of modern slavery around the world. This includes 10 million children, 15.4 million people in forced marriage, and 4.8 million people in situations of forced sexual exploitation. However, it is difficult to determine exact statistics because so many cases of human trafficking go undetected and unreported. (source: notforsalecampaign.org, 09.11.20)

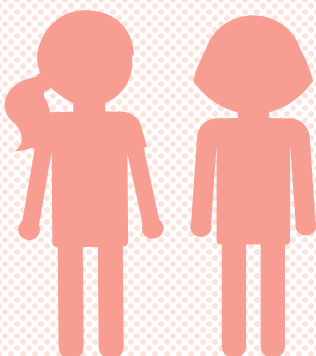
Educators are essential Human trafficking is a despicable crime that is poorly understood and rarely spoken of. Education professionals serve an important role in national trafficking prevention efforts because teachers, administrators and staff interact daily with children who are at risk of becoming or already are victims of human trafficking.

The traffickers can be anyone and it can affect everyone. However, children and young people are especially at risk.

Examples and more information can be found online. Keywords for your search: "human trafficking"; "child trafficking"; "labour trafficking"; "sex trafficking".

My best friend has fallen in love with an attractive man. He wants to go abroad with her, and he has promised her work.

*What should you say?
What questions should you ask?*





TASK 19

A ROAD ACCIDENT! WHAT HAPPENED?

Goal

The students can describe real situations and suggest adequate preventative measures.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Example of a mini-poster (see materials for students) on projector or blackboard; 6 sheets of A3 paper



Module 5

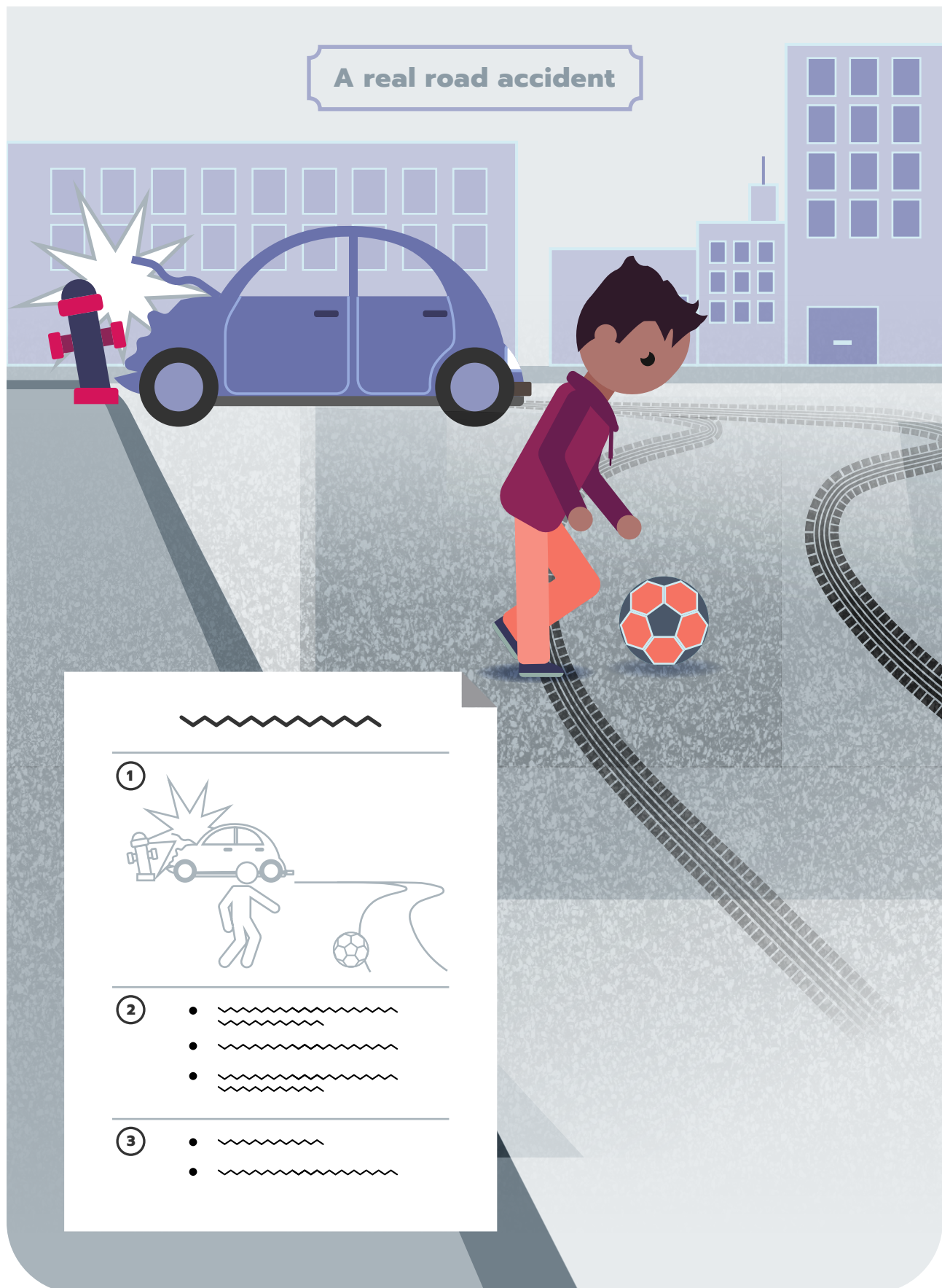
Personal safety

LESSON DESCRIPTION

1. The teacher divides the class into six groups. The teacher explains the topic like this: "Our topic today is road traffic accidents that you witnessed or were part of. In groups, you will describe them carefully and discuss adequate measures to stay safe". The teacher shows them the mini-poster as an example of the lesson outcome (see materials for students).
2. In all groups, the students first think individually of a road accident they witnessed or were part of and write down some notes.
3. The students share their thoughts and ask and answer questions about what the members of their group have written. Then the group selects an accident that gave much cause for discussion. The mini-poster contains:
 - a rough sketch (no words);
 - possible causes, a detailed description, people involved, time of day, circumstances (keywords only);
 - adequate measures for preventing this type of accident (keywords only).
4. Each group then joins a second group to present their mini-posters to each other. Then they discuss:
 - What makes a good description?
 - What preventative measures are effective?
5. In the plenary, the teacher collects the results from the three group discussions.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 20

A HEALTHY APPROACH TO RISK TAKING

Goal

The students can differentiate when risky behaviour is necessary, beneficial or harmful.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

For each group a copy of the grid "Would you ..." (see materials for students); Four questions (see lesson description, step 8) on blackboard or projector



Module 5

Personal safety

LESSON DESCRIPTION

Some people enjoy taking risks, others are more cautious. Let's find the balance between being courageous and taking certain risks and being cautious and avoiding danger.

1. The teacher forms groups of three.
2. Two students sit with their backs to each other. The third student, the moderator, begins by asking the first question from the grid "Would you ...".
3. If the answer is yes, the students put the thumbs up, if no, the thumb is down.
4. The moderator asks the students to guess the partner's reaction.
5. The moderator asks them to explain their choice: "Why yes? Why not?" A short discussion follows.
6. The moderator asks the next question.
7. After the exercise, the teacher and class gather in a circle. The teacher opens the discussion with a question like: "What did you notice during this exercise?"
8. Then the discussion turns to questions such as, "When is risk-taking okay? Even necessary? When is not recommended? Clearly forbidden?"



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Would you take those risks?

- | | |
|--|--|
| • Dive with sharks? | • Meet face-to-face with someone you met online? |
| • Quit your job for a new one? | • Let a spider sit on your face? |
| • Post private pictures of yourself on the internet? | • Gamble in a casino? |
| • Have a free makeover on live TV? | • Cheat on a test? |
| • Sing a song in front of your class? | • Use the same password for different accounts? |
| • Spend a day at the beach without sun cream? | • Walk home alone at 3 o'clock in the morning? |
| • Drive in a car with someone who had been drinking alcohol? | • Eat insects? |
| • Hold a speech in front of 50 people. | |

