

12

**A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 12**



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.

Parts of this newly developed manual have been inspired by teaching materials of international projects of the department IPE of the Zurich University of Teacher Education (JOBS, FACE, CORE, Living Democracy). They can be found under ipe-textbooks.phzh.ch.

This publication was supported by the Community Fund of the Canton of Zurich (Switzerland).



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Published in 2021

Zurich University of Teacher Education
International Projects in Education (IPE)

phzh.ch/ipe
ipe-textbooks.phzh.ch



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GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 12" 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:

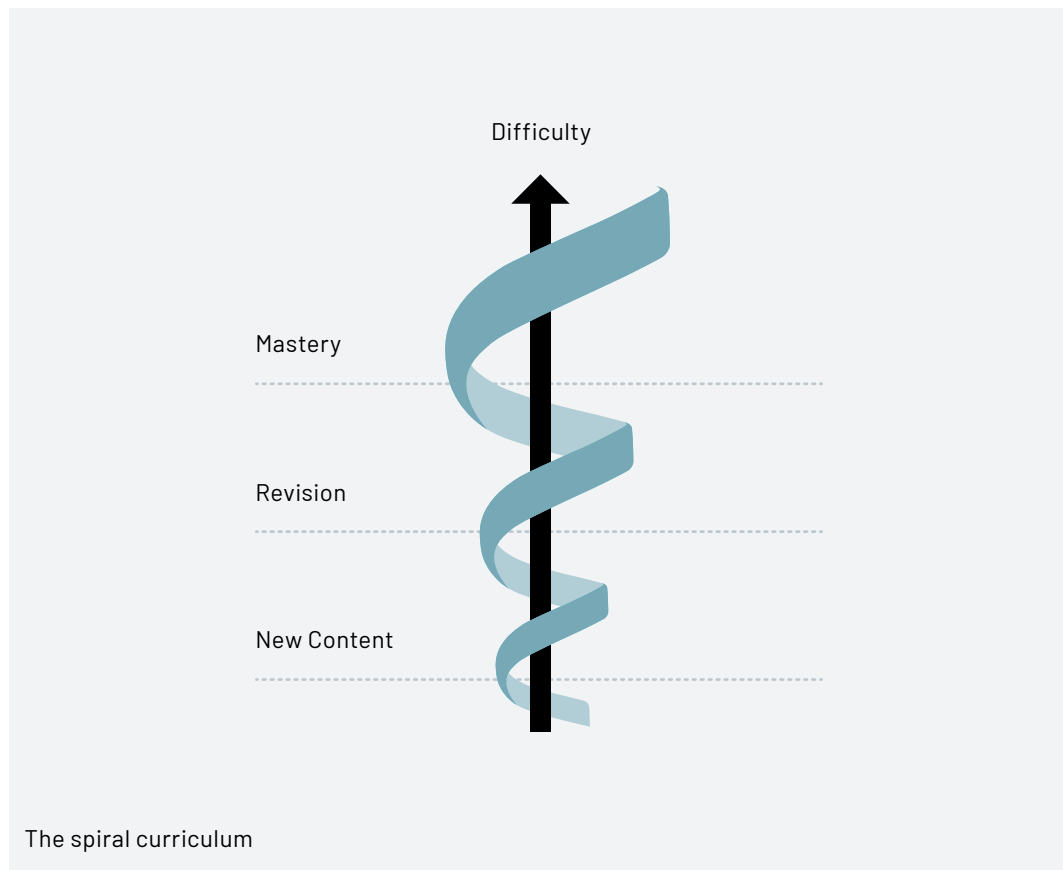
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility,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

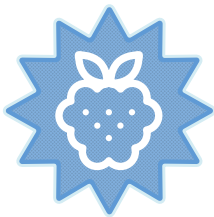
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 12

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:

- seeking to understand and contribute to the perspectives of others to enhance team efficiency and quality outcomes,
- readily sharing information, knowledge and personal strengths,
- applying a philosophical framework, and
- planning and documentation techniques to aid reflection and teamwork processes.

The tasks in this module focus on how to integrate into a community (task 1), how to profit from group discussions (task 2), using philosophy as a way to clarify thoughts (task 3), and the analysis of a plan (task 4).

Module 2: Ensuring quality of life

Specific competencies:

- improving quality of life by identifying opportunities for change,
- managing the resources at your disposal to effect change for yourself and the wider community, and
- finding strategies for achieving your goals and ideals, by capitalising on resources and being actively involved in the wider community.

The tasks covered here relate to participation in society (task 5), how to find a healthy balance between work and relaxation (task 6), understanding the influence of values and norms (task 7), and knowing the importance of sharing your vision for the future (task 8).

Module 3:
Healthy lifestyles

Specific competencies:

- evaluating attitudes, values and behaviour that affect your health,
- developing an awareness of body image and media pressure to conform to certain ideals, and
- developing an awareness of how relationships contribute to our health and well-being.

The tasks in this module relate to how to love your own body and not judge it by outer values (task 9), critically analysing your values and beliefs (task 10), developing a culture of health in class (task 11), and learning how to deal with conflicts in relationships (task 12).

Module 4:
Designing personal careers and developing entrepreneurial mindsets

Specific competencies:

- knowing and applying a range of interview techniques,
- communicating your career plans and ambitions to others openly, and
- creating an action plan for developing a successful career or business.

The tasks in this module relate to getting to know the influence of the media (task 13), learning how to interpret a job profile (task 14), knowing the importance of sharing your plans (task 15), and developing a simple business plan (task 16).

Module 5:
Personal safety

Specific competencies:

- knowing how to interact with government bodies, such as the police,
- 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 understanding the importance of privacy and protection online (task 17), understanding the importance of safe behaviour in traffic (task 18), understanding the importance and the work of the police force (task 19), and learning about common fears in society and comparing them with facts (task 20).

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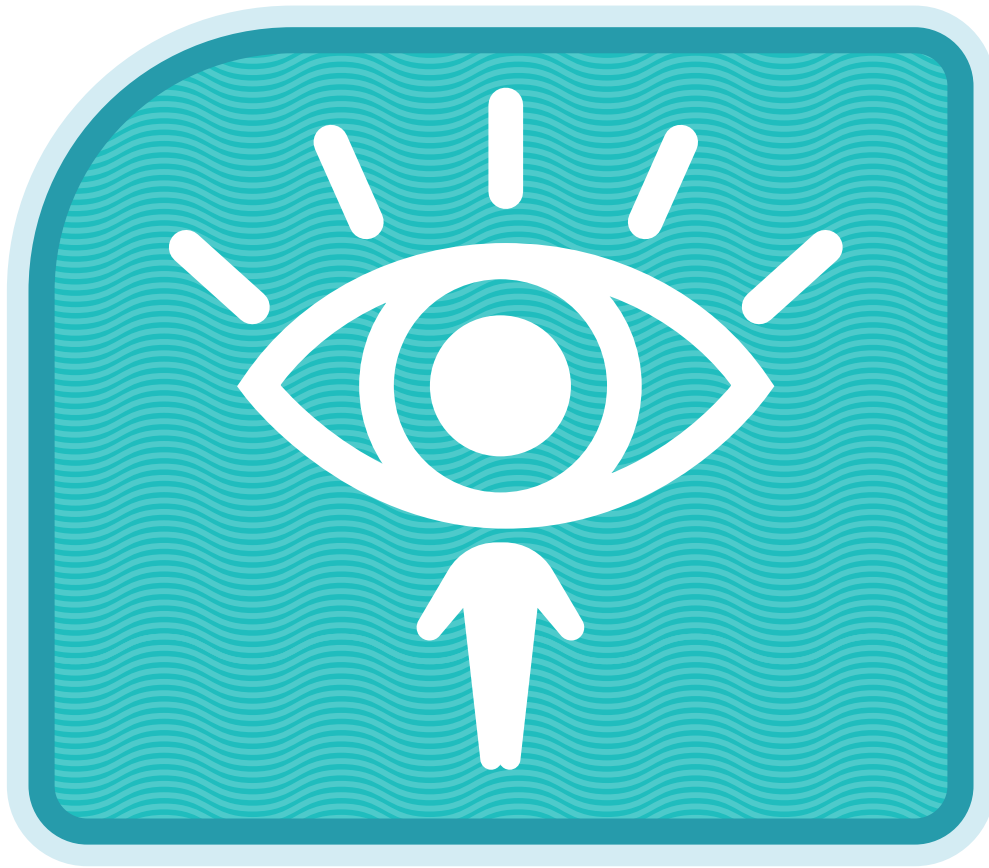
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MODULE 1

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 TEAM FOR THIS YEAR

Goal

The students integrate with their class and prepare to take on a responsible and proactive role in this small community.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

The teacher prepares a PowerPoint presentation about roles in cooperative learning (see handout); Copies of the role-play cards as a handout for the students; An enlarged copy of the handout as a poster



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Personal Development for Grade 12 is characterised by intense and frequent discussions in permanent discussion teams. This lesson is designed to build these teams. This is an important phase because the success of the whole years' development depends on the quality of the teams. In the lessons that follow, there is an introduction on how to reflect on the teamwork with a pragmatic approach to philosophy as a tool for thinking and personal development.

1. The teacher explains that the students will work in fixed groups during the coming year. They are called discussion teams. They will develop and share ideas based on their life experience. In this way they will develop autonomy and independence.
2. The teacher introduces cooperative learning with different roles for each group member (handout and PowerPoint presentation).
3. The students and the teacher form the groups (six per team). Students need to understand that it is not always the best idea to be with friends in these teams. Cooperation seems easy with friends, but cooperation and discussions have to work with everybody in a democratic society: at work, at home and in the neighbourhood.
4. The teams come together and discuss the roles in detail. What could be challenging? How do we change roles? What am I already good at? What do I still need to learn?
5. An enlarged copy of the handout is attached to the classroom wall and stays there for the whole year. Every once in a while during the year, the teacher reminds everybody and asks about the development of their role's skills. It is therefore good to have the six roles displayed in the classroom.

COOPERATION IS AN ART

Roles for effective group work and discussions:

MATERIAL MANAGER



You are responsible for:

- *collecting and returning material for your group,*
- *the careful handling of materials,*
- *making sure the room is ready for work and discussions.*

WRITER/PRESENTER



You are responsible for:

- *recording all results on the prepared form,*
- *designing the written and oral presentation of your group's results if needed,*
- *storing all notes electronically or in paper form.*

TIME KEEPER



You are responsible for:

- *keeping to the specified working time by giving instructions to the group, ("We have three minutes left", "We have to move on", etc.),*
- *setting deadlines and mini deadlines for team members.*

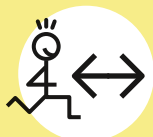
TASK MANAGER



You are responsible for:

- *clarifying the task ("What needs to be done? By whom?"),*
- *concentrated work on the task,*
- *adhering to the agreed social goal,*
- *general work discipline.*

DELIVERY MANAGER



You are responsible for:

- *asking the teacher questions on behalf of your group and returning the answers to your group,*
- *bringing ideas to or from other groups.*

JOKER



You step in when:

- *your group needs extra help or support,*
- *your group needs encouragement (motivation and creative ideas).*



TASK 2

DOCUMENTING GROUP DISCUSSIONS

Goal

The students document the outcome of group discussions by applying a specific technique.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Discussions in teams have to be trained and repeated. Fulfilling the roles and associated tasks as described in task 1 need to be learned too. All team members should try different roles. A common mistake is that the best speaker often takes the role of the presenter. How can others learn to develop this skill too? This lesson focuses on the documentation of the teams' discussions, which is the task of the Writer/Presenter. All the notes need to be kept in a logbook.

1. The teacher starts with a short repetition of task 1 by collecting the students' insights. Why do we have different roles? What are the pros and cons of fixed teams?
2. The teacher introduces the concept of documentation by giving examples of the importance of taking minutes in meetings, documenting learning processes or writing reports after journalists have done their observations.
3. The teacher distributes the handout (see handout for the students).
4. The teams discuss their understanding of the handout, note questions down and collect their ideas about how these notes could be kept during the year. The roles introduced in task 1 are now trained for the first time and then repeated for the rest of the year.
5. The teams present their results.
6. Plenary discussion: What will be challenging over the next few weeks when documenting? What insights have students gained from this lesson concerning documentation of group work and discussions? Where else could this approach be used (other subjects, other life situations)?
7. What first impressions do students have about the six roles for cooperative learning?

DOCUMENTATION FORM FOR EACH TASK

TASK

Name of Task:

Date/Time:

Group Members:

Academic Goals:

Social Goals:

ROLES

Material Manager:

Writer/Presenter:

Time Keeper:

Task Manager:

Delivery Manager:

Joker:

EVALUATION

Academic Goals:

Social Goals:

GROUP EVALUATION

1

2

3

4

5

We all contributed (not well = **1**, very well = **5**)

We used quiet voices (never = **1**, always = **5**)

We stayed on task (never = **1**, always = **5**)

Something we could improve next time:





TASK 3

SELF-GUIDED DISCUSSIONS THROUGH APPLIED PHILOSOPHY

Goal

The students apply philosophy as a skill to be used in daily life as a student, a private person and as a citizen.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Humankind has the ability to think and reflect. Philosophy is a Greek word meaning “love of wisdom”. Philosophising is thinking about life, people and the world clearly by trying to get to the bottom of reality and to think and argue carefully. Philosophising often happens through dialogue. Grade 12 team discussions should apply this approach as often as possible by using the five approaches and tools for philosophising elucidated in this lesson.

1. The teacher gives an introduction to philosophy either by activating prior knowledge (first in teams, then shared with the whole class) or through a careful (short) presentation of the above information.
2. Now the teacher introduces the five approaches and tools by taking along real instruments or objects representing each one.
3. The students receive the handout with the five approaches and tools (see handout for students). They are given the following tasks:
 - Reflect on the five approaches and tools. What are the differences between them? What comes first and why? What am I good at already?
 - Come up with a list of five topics that could be worthwhile by dividing them into “A” topics useful for everyday life (like, “Is a car the best solution for individual mobility?”); and “B” topics that don’t always have a clear answer (like, “What is a good friend?”).
4. The teams present their results as a poster or a role play.
5. How did the six roles of the cooperative learning approach work? Did the Delivery Manager do any work? Was the Joker needed?

FIVE APPROACHES AND TOOLS FOR PHILOSOPHY

UNDERSTANDING THE FACTS

Questions:

- *What is happening?*
- *What is this?*
- *What triggers this?*

Tools:

observe, describe, enquire

WEIGHING UP THE ARGUMENTS

Questions:

- *What is in favour, what is against?*
- *What is more or less convincing?*

Tools:

evaluate, argue, justify

CLARIFYING THE TERMS

Questions:

- *What do the expressions mean?*
- *What is similar or different?*

Tools:

determine, distinguish

FANTASISING AND THINKING AHEAD

Questions:

- *What if...?*
- *What could happen?*
- *Could it also be completely different?*

Tools:

assess consequences, carry out thought experiments, think outside the box

UNDERSTANDING DIFFERENT PERSPECTIVES

Questions:

- *What do others think?*
- *How is something meant?*
- *How did it come about?*

Tools:

understand, empathise





TASK 4

ANALYSE AND PLAN: SWOT CAN HELP

Goal

The students apply a supporting technique to analyse their progress and plan their further development.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team; Sticky paper



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Being aware of your strengths, weaknesses, opportunities and threats puts you in a powerful position for action. It's the same for you as teachers as well as for the students. The SWOT analysis is not action in itself, but it's a useful tool that helps to set goals, create a detailed plan and act on it. This technique has been developed for companies and has been transferred to all different situations. It only works if it is done honestly, since weaknesses can become strengths and threats can turn into opportunities only if we are aware of them.

1. The teacher gives a short introduction to the topic by addressing the importance of reflection and critical self-analysis for personal development.
2. The teacher introduces the SWOT technique (e.g. by putting the factors "strengths", "weaknesses", "opportunities" and "threats" written on paper in four corners in the middle of a chair circle).
3. The students need to understand the differences between the four factors (see handout for the students).
4. The teacher now gives an example like: "Imagine we have to organise a sports event together as a team. Let's do a SWOT analysis of ourselves!" The students fill the four fields, either orally or in writing (sticky paper).
5. The students receive the handout and develop a list of personal topics that demonstrate how this technique could be used and then share it in the plenary.
6. A final whole-class reflection on the potential and the need for honesty when it comes to personal development concludes the lesson.

A TECHNIQUE FOR FINDING YOUR GOALS IN LIFE: SWOT

The topic of my analysis:

STRENGTHS:

S

WEAKNESSES:

W

OPPORTUNITIES:

O

THREATS:

T



INFORMATION

Strengths are factors that have a positive effect on achieving your desired goals.

Weaknesses are factors that have a negative impact on achieving your desired goals.

Opportunities are external factors that have a positive effect on meeting or exceeding your goals.

Threats are external factors that stand in the way of your goals or make them unachievable.





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

WHAT WE CAN DO TO MAKE A CHANGE

Goal

The students plan activities to solve community problems through their own volunteer work. They understand that volunteering can be a source of personal development.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Paper for the team posters;
Pictures with examples of volunteering; Empty paper sheets;
A copy of the documentation form for each team (see task 2);
Materials like colouring pencils, sticky tape, etc., for making a poster



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Volunteering is an important aspect of any community.

The students in year 12 should be aware of this. But the reality is often different. Selfishness threatens many community developments. Young people often want to get involved, but sometimes their plans are too ambitious. This lesson should help them to be realistic.

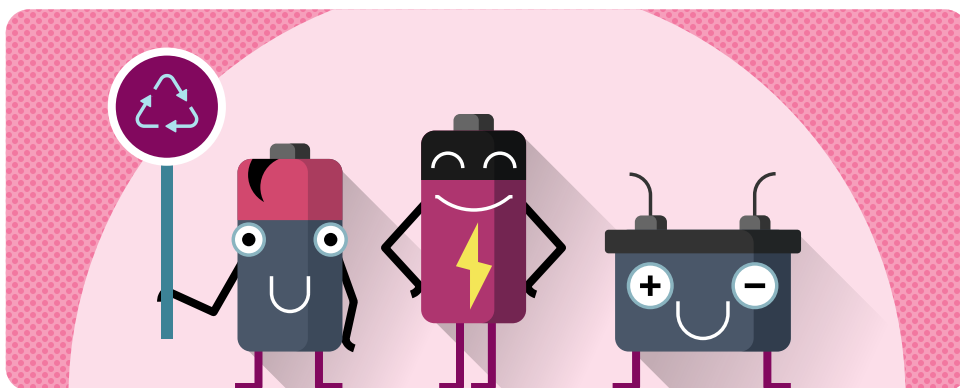
1. The pictures with examples of volunteer work are hung on the blackboard or a wall. Next to each picture is a blank sheet. The students look at the pictures. Which activities do they do out of school? They make a tick on the empty paper sheet next to the picture.
2. The teacher starts a discussion by asking what motivated their choices. Which solutions are chosen often, which less often?
3. The students look at the pictures again. The teacher says: "What would you like to do? What does society need? Who needs this in society? What will be different for society when you implement your plan? How could it be realised? What hinders you? Who could support you?"
4. The teacher introduces the task to create a poster (see handout for the students). As an example they could create a battery collection for the stores in the neighbourhood of the school. The light bulb stands for the idea. Then they outline their plan step by step.
5. Now the students sit together in their teams and start to plan and develop their ideas. Any project planning takes a lot more time than just one lesson. It is obvious that it will be an extra-curricular project in which a lot of volunteer time will be needed.
6. The first ideas on the posters will be displayed on the walls (classroom or the school hall).

PLANNING OUR VOLUNTEER WORK

EXAMPLE:

Idea

Collect batteries and rid the environment of toxic waste



Goal

1. ~~~~~
2. ~~~~~
3. ~~~~~

Area

~~~~~

#### Timeframe

~~~~~

Roles

- A = ~~~~~
- B = ~~~~~
- C = ~~~~~
- D = ~~~~~

Step by Step Plan

1. ~~~~~
2. ~~~~~
3. ~~~~~
4. ~~~~~
5. ~~~~~



TASK 6

LIVING IN A 24-HOUR SOCIETY

Goal

The students discuss life balance questions by applying philosophical thinking.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Many people nowadays also work on the weekends. Almost every second person checks their work emails after work. About one in three checks their inbox at least once during the holiday. Constant accessibility, even after work, can be very stressful. But for the majority of people under 30, this seems to be normal. In this lesson, the students will discuss the 24-hour society in their working teams by using the philosophy tools from task 3.

1. The teacher introduces the topic by telling a short personal anecdote, avoiding the information that is on the handout. It is important that the teacher does not push his or her own values on the students. The text in the handout gives opportunities for differentiated thinking.
2. The teacher reminds the students of the five philosophy tools in task 3, self-guided discussions through applied philosophy.
3. Most of the lesson has to be dedicated to the students' discussion. Since the students must be made aware of the text on the handout, the teacher has to decide how they will get the information. The teacher could hand out a copy each or ask a student to read the story to the whole class or display it for all to read individually.
4. The teacher also reminds the students of the six different roles in cooperative learning (see task 1 and task 2).

EVERYTHING SEEMS POSSIBLE! WHAT IS YOUR POINT OF VIEW?**TOPIC OF DISCUSSION**

Use the philosophy tools (handout from Task 3 “Self-guided discussions through applied philosophy”) to analyse, discuss and develop your own ideas.

**Less and less sleep**

At the beginning of the 20th century, people slept an average of eight to nine hours. Today it is seven. And work is being done diligently to ensure that technology allows people to sleep even faster and more efficiently. If a person can recover enough after four hours' sleep, he or she can be productive for longer, the theory goes. Instead of lying in bed, people can work, consume, communicate. It's obvious, isn't it, in a 24-hour society?

Shopping around the clock

If you want, you can shop at the supermarket until midnight. Some shops are open around the clock. On the other hand, everything is always available on the Internet anyway. Online companies now offer to deliver what you need within a few hours. Standing at the checkout in the evening is annoying! Why not order a food box? Instead of having to think up recipes and get ingredients, you get a complete range of products delivered to your home. If you're too tired to do that in the evening, call delivery services and get the dishes from the restaurant around the corner. Even if it's only a few metres away!

**No more rest, no more breaks**

Time has become a luxury good. People are willing to pay money for more time. A “Forsa” study recently showed that Germans would like to have a personal assistant. If they won the lottery for 40 million euros, the majority would hire someone to go shopping, cook and clean for them. It's strange: people actually have much more free time today than they did a hundred years ago. But they don't feel they have any. Everyone is stressed. Technology should make everyday life easier. Instead, many are overwhelmed.



TASK 7

NORMS AND LAWS: GUIDING PRINCIPLES FOR SOCIETY

Goal

The students discuss the impact of moral questions on their life and the life of others. They understand that norms are part of daily life but are also in permanent development.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 2

Ensuring quality of life

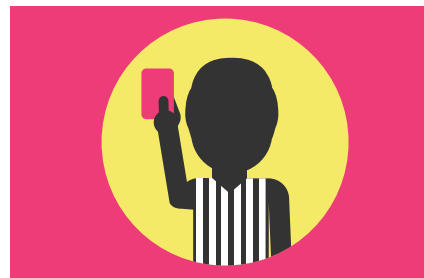
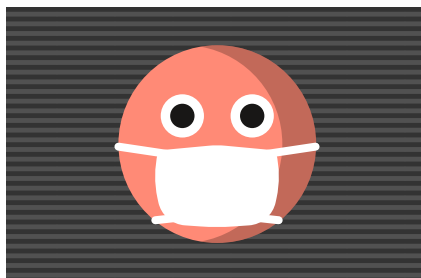
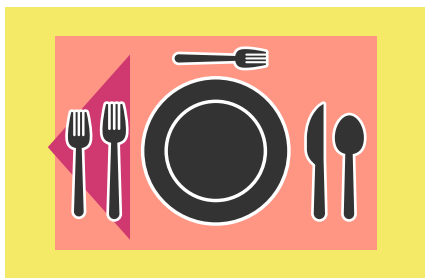
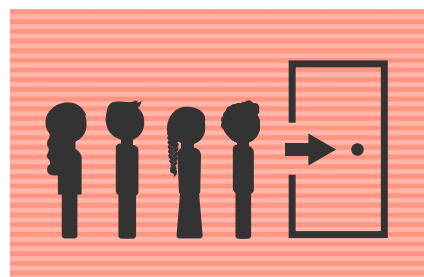
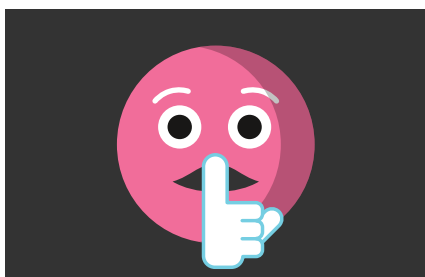
LESSON DESCRIPTION

Adolescents (the students in this class) grow into society. Thus, they are subject to the applicable legal system. The law in a state is based on certain norms. These norms are laid down by laws. However, not all norms become laws. People are not even aware of many norms. Nevertheless, they are important foundations for a functioning society. However, they can also be sources of conflict, since many groups (age, gender, origin, class) have different norms and values. It is the goal in this lesson for students to become aware of the difference between norms and laws.

1. The teacher shows a symbol of a norm that is common in public space. For example, a sign indicating that one should speak in a low voice and not shout loudly in the hospital (see handout for the students). The teacher asks the students to take a stand. Why does this sign exist? Who wants what? Who could it be addressed to? This could be a plenary discussion.
2. In the discussion teams, the students now receive the handout with pictures of different norms and laws. Short definitions of norms and laws help them to understand the importance of rules for a functioning society. They also shall reflect on the fact that not every group follows the same norms, but everyone has to follow the same laws.
3. After the team discussions, the students gather in the plenary and share some of the points they have discussed. The teacher moderates without giving his or her opinion. Instead, he or she points out differences or contradictions between the different presentations.
4. To conclude, the students briefly formulate in their own words the differences between norms and laws.

NORMS AND LAWS – A HELP OR A HINDRANCE?**TOPIC OF DISCUSSION**

How do you feel about norms and laws? Why do they exist?
What are the differences between the examples displayed here?
How would life be, or sport, or traffic, in a democracy without laws?
Why do laws change from time to time?

**INFORMATION**

The term **Norms** comes from the Latin word 'norma' and means guideline, rule or regulation. Grammar sets the rules for language. A4 is the norm for a paper measure. Decorum at the table shows what is considered polite. Standards say what one should or should not do. Not all social groups have the same norms. They can also change from one generation to the next.

Laws are the totality of rules to be followed in a democracy. Laws aim to organise life in society. Every state has its own laws. They are made by the state organ called the legislative power (the parliament) and they are regularly adapted to the needs of the people.



TASK 8

TWENTY YEARS FROM NOW

Goal

The students think ahead:
How will my colleagues
and I use our potential?
They review how they
have used their potential
in their private and their
school lives.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

A copy of the documentation
form (see task 2) for each team;
Materials like colouring pencils,
sticky tape, etc., for making a
poster



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Life cannot be planned in every detail. Nevertheless, it makes sense for young people to take a concrete look at the future. In this lesson, students should try to embed their competencies, wishes and plans into a private and professional future.

1. The teacher might start the lesson by saying: "In 20 years from now I will be years old. In my family life I will be, in my hobbies I will do and in my professional life I will have achieved This is a mixture of hope, planning and luck. I have certain competencies and skills that will support my plans, but I lack some competencies and opportunities. So I try to be realistic. In 20 years from now you will be 37. What will your life look like? Try to imagine your future for a few seconds."
2. Now the teacher gives the discussion teams the task of coming up with a poster in which all team members try to imagine a class reunion in 20 years from now. What will each of their personal and professional lives look like?
3. The teams present the posters. Alternatively, the names of the team members could be covered up so that the classmates from the other teams can guess whose future self is being presented.
4. To conclude, the teacher facilitates a class discussion about how external (society, economy, ecology) and personal factors could influence future opportunities.

A CLASS REUNION IN 20 YEARS

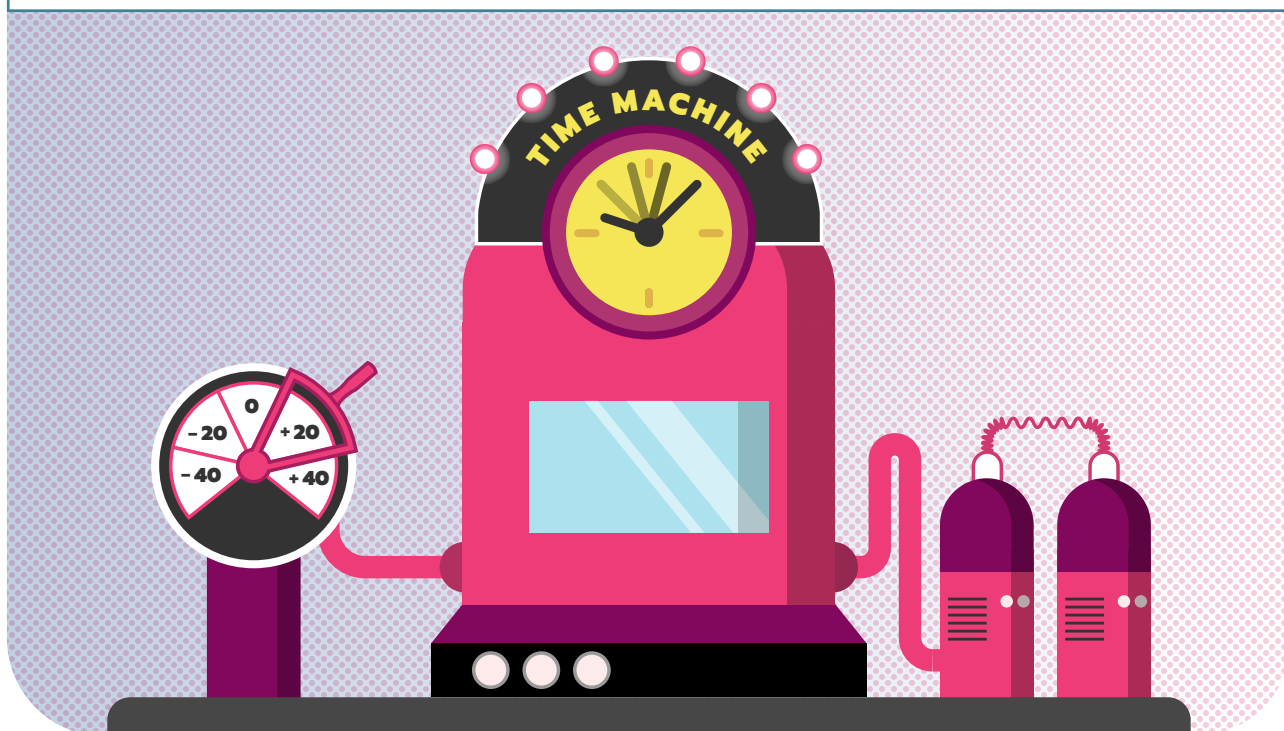


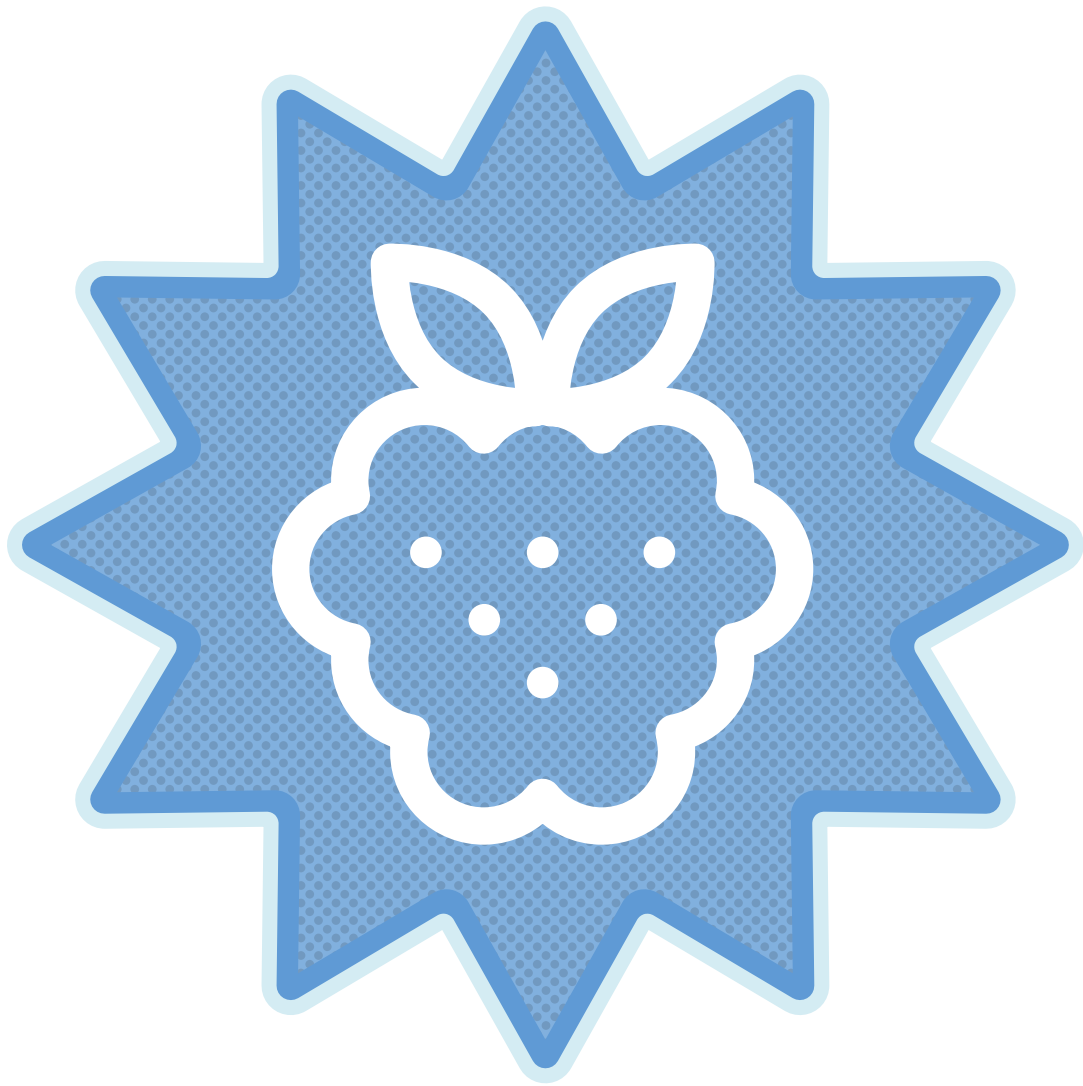
TOPIC OF DISCUSSION

20 years from now: How did I make use of my strengths and competencies? What does my private life look like? Where do I stand in my career? Create a poster following the outline below. For the presentation you could cover up your names so your classmates from other teams can guess them.

EXAMPLE:

Name	Competencies and strengths	Private life	Profession/career
Anka	Mathematic concentration	Mother of two children	District manager of a bank
...



**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

ATHLETIC AND ATTRACTIVE? WHAT PRESSURE!

Goal

The students discuss norms and guidelines on attractiveness and sportiness that young people are exposed to. They weigh up the consequences and try to assume their own position.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

A copy of the documentation form (see task 2) for each team



Module 3

Healthy lifestyles

LESSON DESCRIPTION

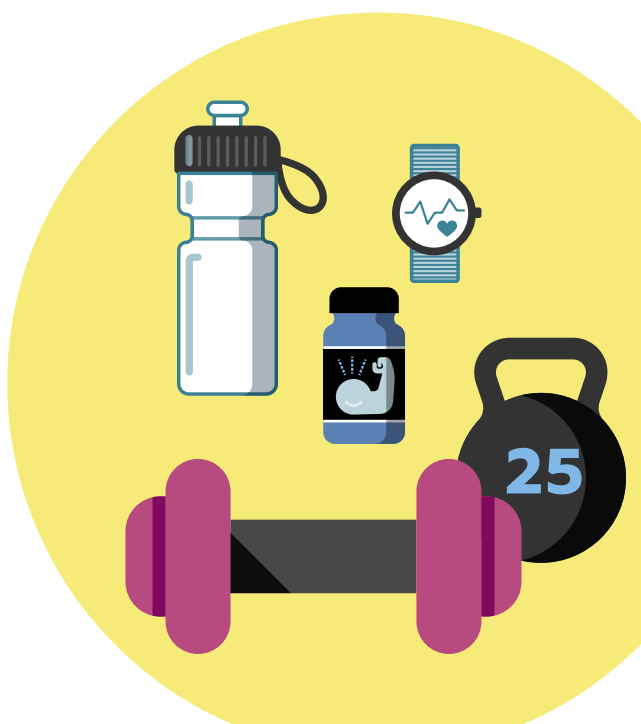
Many girls want to be slimmer and more athletic, many boys want more muscles and a trained belly. During puberty, body perception changes and many young people no longer feel comfortable in their own skin. Feelings of insecurity and the desire to be accepted are strong in almost all young people. Many begin to exercise intensely. This is not bad, but it can become too much. It may start with young people falling into a sports addiction, because they have unrealistic ideas of what their body should look like, and end with young people even taking steroids to achieve their desired body shape. In this lesson, students engage with Elena's story and (supported by the philosophy approach from task 3) develop their own perspectives.

1. After presenting the goal of the lesson by the teacher, a student (or the teacher) reads Elena's story to the class.
2. In the discussion groups, the students work through the handout. Even though the story has been presented, it should be available either as a handout or displayed. The same goes for the tasks.
3. In the plenary, the students present some of the points they discussed. There is no need to come to a joint solution! The teacher facilitates the discussion, asking critical questions when necessary. It makes sense to follow the five approaches of task 3: 1) Understanding the facts; 2) Clarifying the terms; 3) Understanding different perspectives; 4) Weighing up the arguments; 5) Fantasising and thinking ahead.

ELENA'S STORY**Fitness influencers are everywhere on social media. Here is the story of a normal girl.**

Elena was invited to a bodybuilding event by her friend. She liked how the young men and women worked on their bodies with a lot of discipline. She decided to do the same and started working out at the gym almost every day. To speed up the muscle building, she started taking anabolic steroids. Her muscles grew faster and she became less tired during the workout. However, the drugs had a lot of side effects. Her voice became deeper, her face more angular and her breasts smaller. She decided to have a breast enlargement and went into debt. At some point it all became too much for her. The anabolic steroids were addictive, she read about possible health risks and she hardly had time for her friends anymore. The constant comparison with other athletes gave her the feeling that she would never be enough. She started to reduce her training and started to do things with her friends again, she ate a more varied diet and stopped taking the anabolic steroids.

Her circle of friends noticed the changes immediately and Ana began to talk openly about her quest for a perfect body. While some admired her for her honesty, others criticised her, saying that she was simply not consistent and ambitious enough.

**TOPIC OF DISCUSSION**

With the help of the five approaches and tools for applied philosophy (handout task 3), and in your discussion teams, analyse Elena's story and prepare a presentation for your class.

**INFORMATION**

Five Approaches and tools for philosophy:

- Understanding the facts
- Clarifying the terms
- Understanding different perspectives
- Weighing up the arguments
- Fantasising and thinking ahead





TASK 10

HEALTHY LIFESTYLES: SOME ARGUMENTS

Goal

The students recognise that the view of their own health is also based on beliefs and values.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Newspaper clippings about health topics; Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Health is an important asset. That is clear to everyone. But if you consult the WHO's definition of health (see handout for the students), a straight forward understanding is no longer easy. Social and mental health are also part of the overall picture and must be included. When teachers talk to students about this topic, the view of health must be all encompassing.

1. The lesson starts with a short introduction to the topic. The teacher brings along a series of newspaper clippings on various health issues that he or she has collected. In this way, the teacher shows how health is part of an intense public debate.
2. The teacher now explains the lesson objectives and the tasks by explaining that the students are going to read about different opinions on health.
3. The students receive the handouts and complete their tasks.
4. The teams present the points they have discussed in the plenary. The teacher comments on each presentation by pointing out which of the three dimensions of the WHO definition (physical, mental, social well-being; see handout for the students) seems to be in the foreground of the arguments presented.

TWO POINTS OF VIEW REGARDING A HEALTHY LIFESTYLE



TOPIC OF DISCUSSION

Before you start your discussion, take a look at the WHO definition of health: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

Collect your points of view and make a list of them. Which arguments are in favour of Stefan, which are in favour of Marko?

Be ready to present them in the plenary.

Stefan's view:

"I enjoy my life very consciously and carefully. I know my health is a gift that I want to take care of. True, I am still young now and everything is going well. But I have to take precautions. Many people don't think about their health and take it for granted. It's different with me. I do sports and avoid things like alcohol or smoking. I have regular check-ups with my doctor so that I can react early and don't have to pay for expensive therapies later."



Marko sees things differently:

"I know that my health behaviour does not suit everyone and many probably do not agree. So today, for example, I decided to stop cycling to school and to take my motorbike, which I was able to buy second-hand at a good price. For lunch I ate a burger with fries and no vegetables and in this evening I will probably be on the Internet for three hours chatting with friends. There are people who try to stay healthy at all costs and forget to live. They die healthy, but they are still dead. For me, being healthy means having fun and going through life light-heartedly."





TASK 11

A CASE STUDY: HEALTH CULTURE IN CLASS

Goal

The students conduct a case study to learn more about the personal health culture in class, focusing on the WHO definition of health.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; Slips of paper; A copy of the documentation form (see task 2) for each team



Module 3

Healthy lifestyles

LESSON DESCRIPTION

This lesson (like task 10) uses the WHO definition of health: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Based on this understanding, students are now asked to conduct a survey amongst their schoolmates. After gathering the data through a simple questionnaire, they combine similar answers into clusters and formulate initial findings.

1. After introducing the lesson objectives, the teacher either recaps task 10 or starts with a general introduction to the topic of health. Then he or she could continue with a simple question: "When can we really call someone healthy?" The answers are collected (written on slips of paper) and arranged into the three dimensions of the WHO definition.
2. The teacher introduces the survey that the students will conduct in their own class or in school if there is enough time (see handout for the students). The discussion teams collect the personal descriptions for all three dimensions and prepare to present them in the plenary.
3. Depending on their level of numeracy, the students then arrange their results into pie charts or bar charts to give first impressions of their findings.

WHAT OUR GENERATION THINKS ABOUT HEALTH



TOPIC OF DISCUSSION

① In your discussion teams, gather information on how all of you take care of your physical, mental and social well-being. Collect answers on flipchart paper. Make sure the names stay anonymous by just putting a number for each name. Your results will be combined with the results of the whole class (or of your school if you get the time to do a school survey).

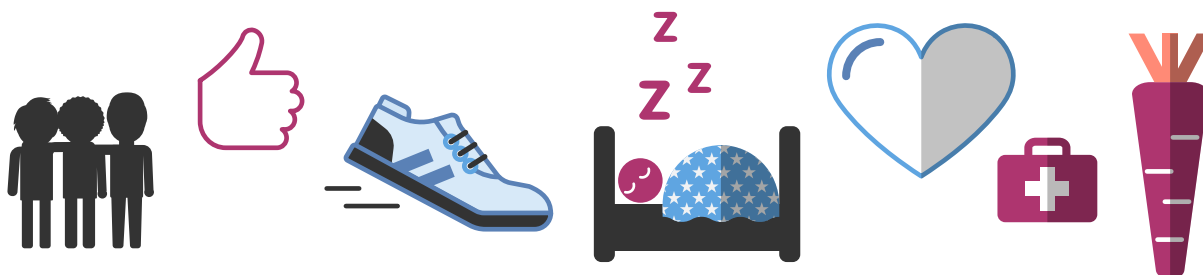
② In class, you can now sort the information so that groups (clusters) of similar answers emerge. Try to present the results in the form of a pie chart or bar chart.



INFORMATION

The WHO (World Health Organization of the United Nations) sets standards for understanding health and the measures states should take. The WHO makes it very clear: health is more than just good food and no injuries.

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.”



EXAMPLE:

Nr.	Age	Sex	Physical well-being	Mental well-being	Social well-being
1	16	f	I take the staircase, not the elevator. I eat only a little junk food.	I try to be honest with my own feelings. I allow sadness and happiness into my life.	I meet regularly with my friends. I call my grandmother/grandfather/other close family member once a week.
...





TASK 12

THE QUALITY OF OUR RELATIONSHIPS

Goal

The students discuss the values and the quality of different types of relationships and develop an understanding about what type of conflicts a true friendship can withstand.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 3

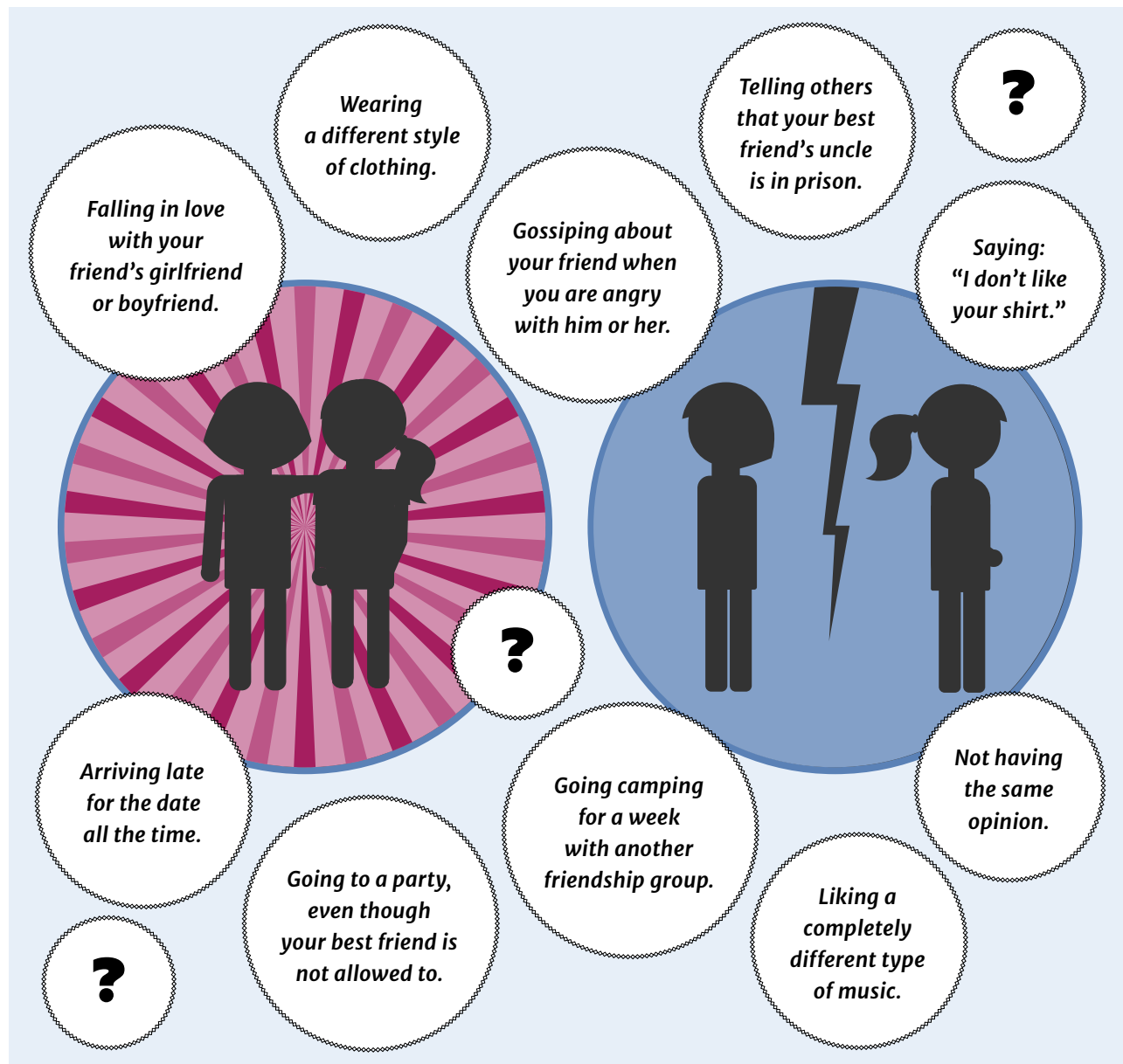
Healthy lifestyles

LESSON DESCRIPTION

Young people cultivate very different forms of relationships. Companionships, love relationships, sexual relationships, friendship: each form has its quality. An important question will be what quality a relationship has. This is what the students deal with in this lesson.

1. The teacher has a look at the handout together with the students to develop a clear understanding of the different types of relationship.
2. The students work in their discussion groups. First they have a look at the question about what a relationship can withstand and develop additional examples. Then they go through the proposed questions and make sure that the Writer/Presenter takes detailed notes.
3. In the final plenary, the students discuss the following: What would a life without friends be like (with whom we can also disagree)?

WHAT CAN A FRIENDSHIP WITHSTAND?

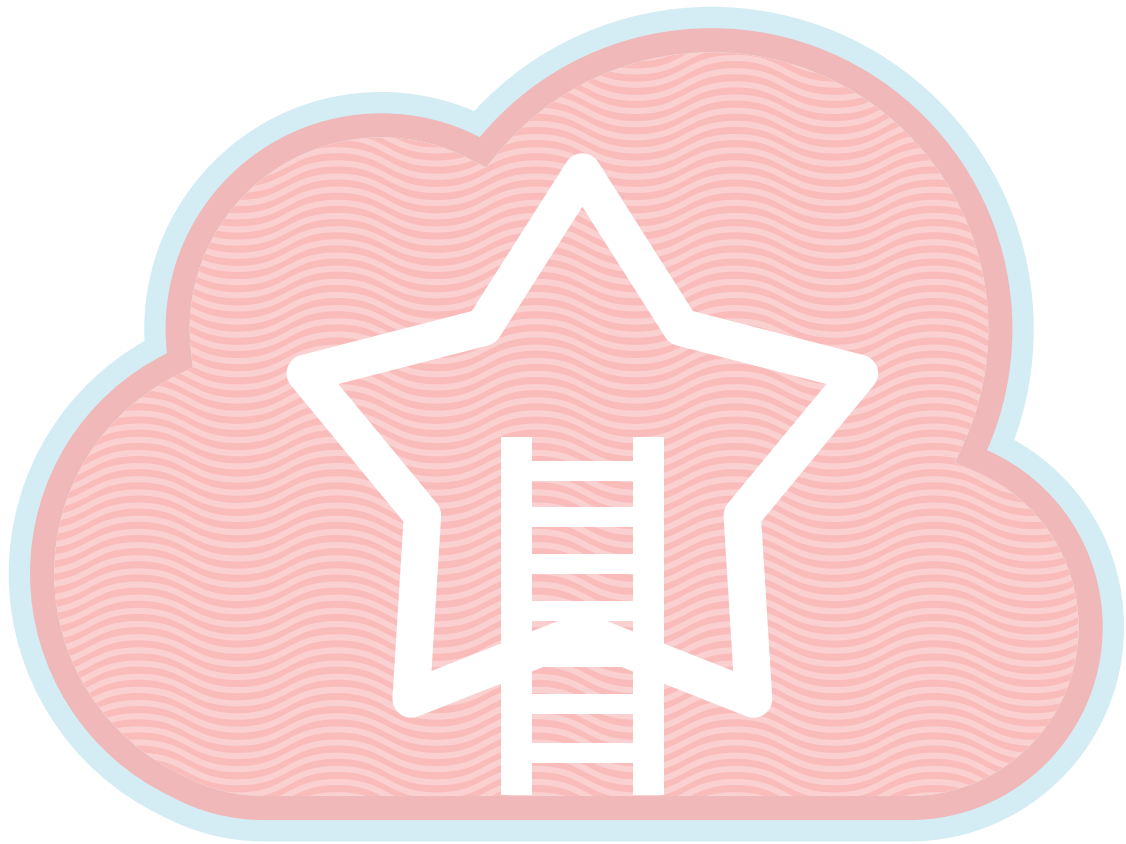


TOPIC OF DISCUSSION

- **What is your definition of a friend?**
- What is not possible at all in a relationship?
- How do your answers differ depending on the type of relationship like companionship, friendship or love?
- How strong does a real friendship have to be?
How much tension will it allow?

- What is the difference between a friendship and the relationship between family members?
- What changes when sexual interest becomes part of the relationship?
- What would human beings miss if they didn't have friends?





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

THE IMAGE OF PROFESSIONS IN THE MEDIA

Goal

Through Internet research and print media analysis, students become aware of real and imaginary job profiles. They analyse them critically and form their own opinions.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copy of the documentation form for each team; Materials like colouring pencils, sticky tape, etc., for making a poster



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Not only our image of the world in general, but also our perception of professions and professionals are shaped by the media. This influences many young people's career aspirations and planning. In this lesson, students will begin to critically examine media portrayals of individual job profiles and compare them with reality.

1. The teacher displays an example of a stereotypical representation of a profession. For example, a happy, relaxed farmer with cute animals. This is not a reality for most farmers. The students write additional realities around this picture to turn it into a more realistic job profile.
2. The teacher asks the students to start a media research in their discussion teams (using newspapers, journals or the Internet). They are to develop a poster.
3. Each team chooses which professions to focus on. For this phase of work, students must have access to the Internet and/or newspapers and journals. Very often pictures in advertisements work with stereotypes and are a good source. But the text needs to be analysed too. The Internet is a good resource, because one can use a search function.
4. The posters will be displayed in a school exhibition to support the development of students' critical views about the realities of particular professions.

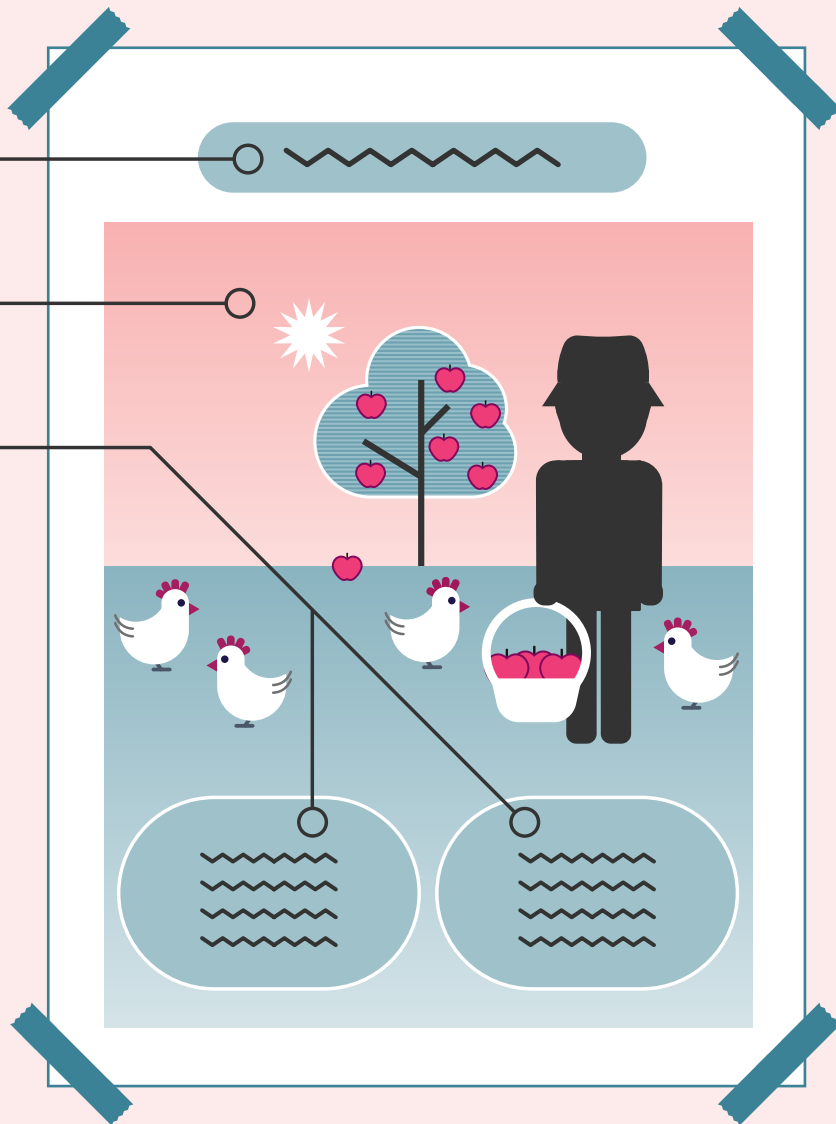
WHEN STEREOTYPES CLASH WITH REALITY

How to prepare a poster

Write the name of the profession you have chosen to research.

Cut out/print/draw media images of the job and display them on the poster.

Display text elements too.



TOPIC OF DISCUSSION

- Why has this article been published?
- Is the publication related to a (negative) event?
- Which elements of the text or image correspond to the realities of the job?
- What information is obviously not true?
- Why is the profession represented in this way?
- What is shown too negatively or too positively?
- Why would you choose or not choose this profession?
- How does this coverage influence the image of the profession among members of the public and among young people?





TASK 14

MY JOB INTERVIEW

Goal

Students practise an interview situation together, using a checklist to prepare themselves.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Finding a job can be challenging for students, especially when they are balancing classes, schoolwork, extra-curricular activities and social life. Even finding time to schedule interviews can be tricky, so once they have an interview secured, it's important to make the best of it. When they haven't had much practice at interviews, it can be hard to know what they need to do in advance. A checklist (see handout for the students) can be helpful.

1. The teacher introduces the lesson objectives and gives the teams the task of learning about the elements of an interview and then simulating an interview.
2. The teacher could practice or model an interview with a student (don't do this spontaneously, otherwise he or she cannot prepare for it).
3. After the teams have prepared for their interviews, individual interviews are roleplayed in the plenary and evaluated by the class.
4. If individual students have already experienced an interview, it is of course interesting to get them to talk about their experiences in class.

PREPARING FOR YOUR JOB INTERVIEW

If you have been accepted for a job interview you need to follow some steps:

STEP 1

Know the job description well.

The first step in the preparation process should be to go back and review the job description and be clear about the job title, duties, tasks and skills required. Read and review the job description very thoroughly and be sure to align your competencies with the skills required for the job.

STEP 2

Inform yourself about the company.

Knowing details about the company before an interview will give you an insight into the organization's goals. You can discuss these points and this makes you look informed and interested. That will impress your interviewers.

STEP 3

Plan your travel to the job interview.

When preparing for a job interview one of the most important things to consider is how you are going to get there. Make sure you arrive on time, or better yet, at least 15 minutes early. Ensure this by knowing the address and if you can, have a trial run a couple of days before. Go to bed early the night before and wake up early to give yourself plenty of time.

STEP 4

Dress decently but comfortably.

One rule stands out above all: dress professionally and simply. But make sure you feel comfortable. So don't put on something new for the interview that you are not used to wearing.

STEP 5

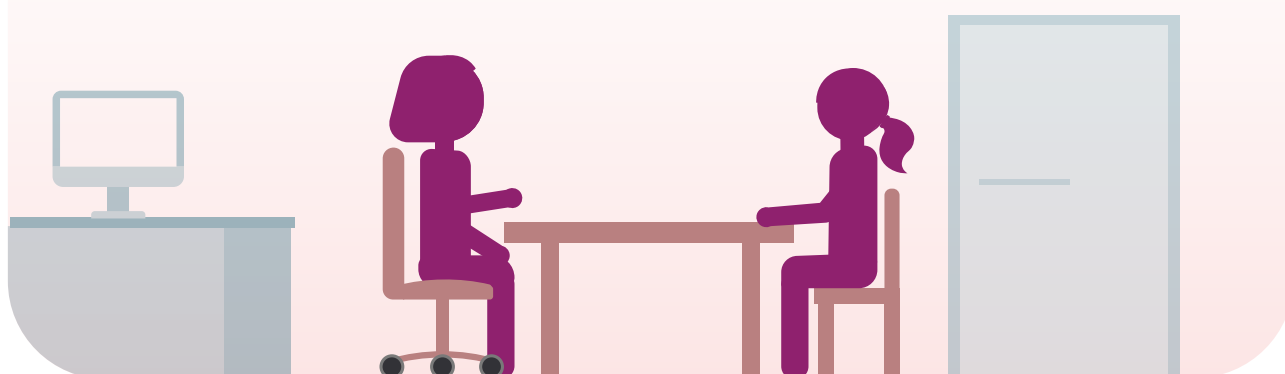
How do I behave in an interview?

Whether you get offered the job depends largely on how you perform during the interview, so it's important to make a good first impression. It's not just what you do, it's also what you say and how you say it. Knowing the most common types of job interview questions is an advantage. Some questions will deal with behaviour in certain situations, others will tackle your motivation for this job. Make eye contact. Sit still, with your feet firmly on the ground. Make a note of your questions and have them to hand on a note pad, not on your phone.

STEP 6

What happens after the interview?

After your first interview, it can be tempting to sit back and wait for the job offer. Stay active, send an email thanking them for the interview and expressing your interest in the job.





TASK 15

TALKING TO OTHERS ABOUT YOUR PROFESSIONAL FUTURE

Goal

Students talk openly to friends and family members about their future career.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Talking about plans, fears or worries about their professional futures is not easy for young people. Yet this is often the first step towards finding a solution. People from their social environment, family (or professionals) can help them find a way. This will be discussed and prepared in school.

1. The teacher introduces the lesson objectives and gives the teams the task of finding somebody from their family or friends to talk to about their career plans.
2. In their teams, each student makes a list of people they know and trust who they could possibly talk to for about half an hour. This could also be a member of the community, such as a priest or a sports coach or even another teacher. They make a list in order of priority, with the person they would like to talk to most at the top.
3. The students briefly share their ideas with the other team members and discuss who would be the best person to choose as their listener. Their homework will be to contact this person, or another person on their list, and arrange a meeting or a telephone conversation of about half an hour.
4. The teacher then asks the students to prepare for the conversation they will have with their chosen person. They may use the handout to help them take notes under each of the headings.
5. In the plenary, the Writer/Presenter from each team tells the class who each of his or her team members has decided to contact. The class has the opportunity to give feedback and suggestions.

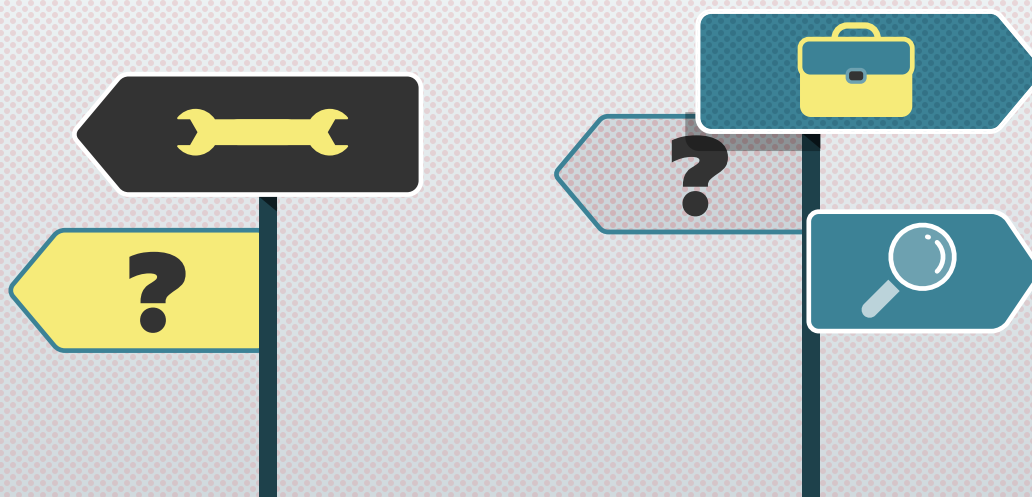
A GOOD LISTENER CAN HELP YOU WITH IMPORTANT DECISIONS**INFORMATION**

Very often it is not about clever answers.
It is more about having the time and place to
think aloud together with a good listener.



**Who can I talk
to about my
professional
future?**

- *Do you have a moment to listen to me?*
- *What do I still need to learn in order to be ready for the professional world?*
- *Should I just chose a job that is close to home, or should I travel to find what I want?*
- *Should I be afraid of the future?*
- *What should I wear for the job interview?*
- *Who else could I ask?*
- *How did you find your first job?*
- *What is your experience with bosses?*
- ...





TASK 16

STARTING A BUSINESS

Goal

Students learn the first basic principles about planning a business.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; Materials like colouring pencils, sticky tape, etc., for making a poster



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

The teacher introduces the upcoming lesson, mentioning that planning your own business is always accompanied by the same basic questions. The business planning concept of the "Six Ps" (a concept coming from the English-speaking context) could be introduced in English if the students have sufficient English language competence:

1. Problem
2. Product
3. Potential
4. Profitability
5. Path
6. People

1. Students sit down in their teams and decide which business idea they would like to work on as an example.
2. They read the handout with the Six Ps for business planning together and clarify any questions with the other teams and the teacher.
3. They now plan together in their teams and summarise their discussions and ideas by creating a poster where the six Ps are briefly described and written down in a way that everyone can understand, perhaps with little drawings to illustrate.
4. All the posters are displayed and the students are free to move around and read each one. All the students take individual notes for the upcoming discussion.
5. In a class discussion (circle of chairs) the students comment on the suggestions in an appreciative and constructive way. What can we learn from each other? What suggestions for improvement do we have? What have we learned from this exercise? How could I apply this in reality? Who already has a plan?

THE SIX Ps – THINGS TO THINK OF WHEN YOU PLAN YOUR BUSINESS

1. PROBLEM

The problem we want to solve

The best business ideas solve a problem or answers a need of a potential client. Therefore: what problem do you want to solve?

2. PRODUCT

The solution we want to offer

After a good customer problem has been thought of, a good solution has to be found. What makes a good product? The answer is clear: it must be a unique and simple solution.

3. POTENTIAL

How much can we deliver?

How many potential customers do you have? The more there are, the greater the chance of success.

4. PROFITABILITY

How much we can earn?

Profit is the difference between revenues and costs. What selling price can we achieve for our solution? What are the costs for the production (if a product), or the development of the ideas (if a service)?

5. PATH

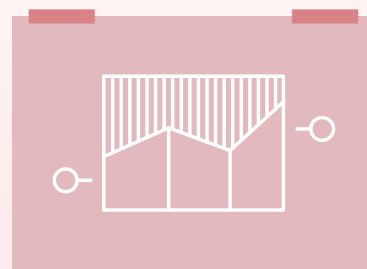
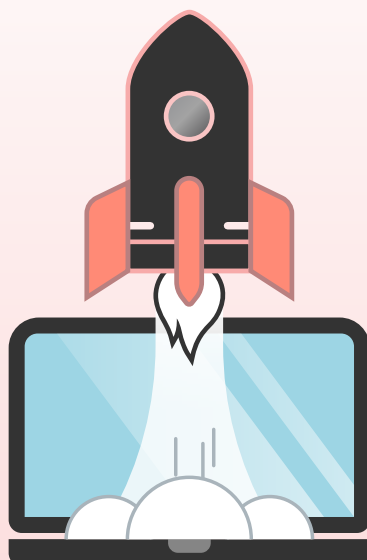
How do we get to the desired success?

The path to success is long and poses many challenges. Are you prepared to invest the necessary time and do you have enough energy to get through critical phases?

6. PEOPLE

Are we convinced of our solution?

The founders themselves are a core part of success. Is there a fire burning within you that spreads to others? Do you believe in what you have to offer?





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

TALKING ONLINE AND FEELING CLOSE TO OTHERS

Goal

Students organise a round table discussion on online safety and compare this with the need for privacy and protection.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team



Module 5

Personal safety

LESSON DESCRIPTION

Communication with the peer group plays an important role in the identity formation of young people. Through everyday experiences, values and norms are negotiated and developed and the personal position within the friendship group is determined. Young people consider online communication as an element of their private sphere. The publication of one's own data always involves the possibility of loss of control through undesired dissemination. Young people are aware of this, but do they act accordingly?

1. The teacher introduces the plan to have a round table, where designated specialists from the discussion teams come together in front of the class to discuss core questions on safety.
2. In preparation, the teams discuss some core questions mentioned on the handout and coach one of the team members to represent the team in front of the class.
3. In the plenary, the teacher (or a well prepared student) facilitates a round table discussion, where different points of view or different positions are represented and discussed and possible solutions proposed.

ONLINE DANGERS THAT YOU MAY KNOW BUT NOT TAKE SERIOUSLY**TOPIC OF DISCUSSION**

In the discussion team you prepare yourself for a round table discussion in the plenary about online dangers everyone knows well but many don't care about. One team member will take part in this discussion. Together you must prepare him/her for this plenary event using the following points:

For many young people, the Internet is becoming a marketplace. They communicate virtually as if they were sitting face to face.

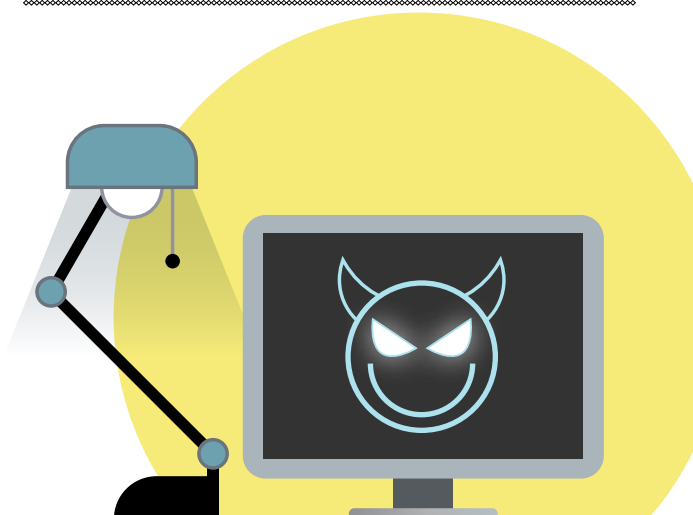
- It's great and connects them with peers around the world.
- It's bad because they don't know what will be done with what they say online.

With my computer, tablet or smartphone, I am connected to all knowledge and all people in the world. I am already aware that not everything is good.

- I'll be careful, nothing will happen to me.
- I'm scared and I'm thinking about going online less.

I have trained intensively and made myself beautiful.

- I like my body and I like to show it to others. It makes me proud and self-confident.
- This is a disaster because my images can be abused and will stay online forever.

**INFORMATION****SIX DANGERS ONLINE****1. Cyberbullying**

More and more teenagers have experienced bullying on social media.

2. Sex offenders

Offenders stalk children and young people online.

3. Disclosure of private information

Many of us post private information such as pictures of embarrassing moments, email addresses or telephone numbers.

4. Phishing

Emails with personal content make the recipient click on malicious links to reveal private information.

5. Malware

Malware is computer software that is installed on the victim's computer without their knowledge or consent and performs harmful actions.

6. Posts that stay for life

What is posted is almost impossible to remove. But teenagers in particular do not think about how their future boss or life partner will react to thoughtless pictures and sentences posted online.





TASK 18

A TRAFFIC SAFETY CAMPAIGN FOR THE SCHOOL

Goal

Students apply their content and design knowledge and come up with eye-catching posters for their school concerning traffic safety for everyone.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team; Materials like colouring pencils, sticky tape, etc., for making a poster



Module 5

Personal safety

LESSON DESCRIPTION

According to the US Centre for Disease Control and Prevention (CDC), each year 1.35 million people are killed on roads around the world. Every day, almost 3700 people are killed globally in crashes involving cars, buses, motorcycles, bicycles, trucks, or pedestrians. More than half of those killed are pedestrians, motorcyclists, or cyclists. Crash injuries are the leading cause of death for children and young people between 5 and 29 years of age. The younger students will most likely be aware of this, but the older ones might not be. The task for this lesson is to produce a poster for the whole school, or for the wider community, to raise awareness about this issue.

1. The teacher introduces the plan for the discussion teams to launch a traffic safety campaign.
2. The teacher informs the class that this campaign will take more time than just one lesson: it will be an extra-curricular task.
3. The teams choose one of the target groups and develop a poster. The teacher points out that the posters must have a common graphic design. A logo should make the campaign visible and act as a distinctive sign. It is therefore important to coordinate with the other groups.
4. The teams share their results at regular intervals (best done through a coordinating team of editors).
5. The posters are presented to the school or the public at a special event. There could even be a competition for the best poster.

1.3 MILLION TRAFFIC DEATHS PER YEAR WORLDWIDE IS TOO MUCH!**TOPIC OF DISCUSSION**

In your discussion team, choose one of the target groups for your traffic safety campaign. You need to coordinate your choice with the other teams and compromise. The aim is that all the target groups are covered and none is chosen twice.

Your Delivery Manager (see task 2) will be a delegate for your group in a coordinating editor team.

Since the posters will be part of a campaign, the graphic language needs to be coordinated with the others. You also need to find a symbol that represents the campaign.

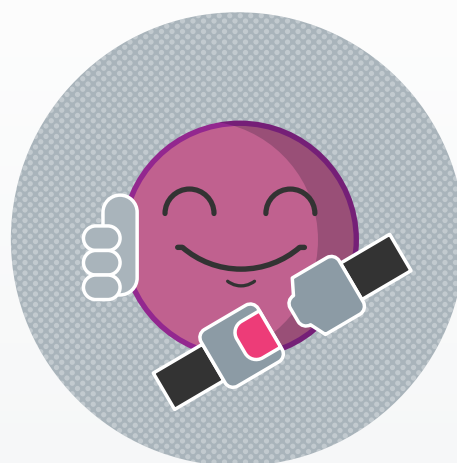
The poster should always have the target group in mind. So, the poster for children has to be addressed appropriately, with simple and clear language, etc.

Now you need to do some research in your teams. Look for similar posters, look for the real danger, discuss good slogans, come up with a cooperate design or a logo, etc.

**INFORMATION**

Target groups for traffic safety:

- Children
- Pedestrians
- People with disabilities
- Cyclists
- Motorbikers
- Car drivers





TASK 19

ATTENTION! POLICE!

Goal

The students discuss the importance of the police in exceptional situations and in individual and collective moments of danger.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of handout for the students or a presentation on the floor in the middle of a circle of chairs for a plenary discussion; Big slips of paper; A copy of the documentation form (see task 2) for each team



Module 5

Personal safety

LESSON DESCRIPTION

A state delegates power to the police. Some police officers have the right to carry a weapon and to stop and search or even arrest on suspicion. There is a wide range of attitudes towards the police. This lesson helps students to formulate and share their perspectives.

1. The teacher introduces the topic by showing pictures or a video of police in action. Alternately he or she might read a text from a newspaper. An in-depth discussion should not start now, so as not to detract from the main discussion.
2. The main part will now either be conducted in a plenary session or in the discussion teams. If it is in a plenary, the teacher prepares a the drawing of an arrestant and the possible reactions of the spectators (see handout for the students) on big slips of paper to put on the floor in the middle of a circle of chairs. Alternatively, the handout is copied for the discussion teams. In this case, the questions should be ready in written form.
3. The students (in the plenary or in discussion teams) put themselves in the shoes of people who make different statements. What was their experience with the police? How do they feel about state institutions? What could their life situation be?
4. In the plenary, the teacher facilitates a discussion that focuses on a few key points:
 - How can we find out what really happened?
 - Why do people interpret the exact same situation so differently?
 - What is my personal point of view?
5. The teacher asks some final questions to finish the lesson. What would happen if we didn't have the police in moments of emergency? How does the police force need to be trained?

SOMEONE GETS ARRESTED – WHAT DO PEOPLE THINK?

Everyone sees the same thing, but the interpretations are very different.

How can we know what really happened?

Why do all spectators say or think something completely different?



• *These days people have no respect. In the old days it was much better!*

• *Wow! How quickly this happened!?*

• *I just hope they don't know about me stealing from the shop last week.*

• *I don't care what happens here! It's none of my business.*

• *I need to grab my cell phone: I've got to film this!*

• *He looks like a burglar. Serves him right for getting arrested.*

• *Don't the police have better things to do?*

• *I am glad we have a police force in our city.*

• *This is another example of abuse of power and police corruption.*

• *This man looks nice. Did he really do something bad?*



TASK 20

WHAT ARE WE AFRAID OF?

Goal

Students conduct and present a survey on general fears of people in their community.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Copies of the handout for the students; A copy of the documentation form (see task 2) for each team; SWOT analysis (see task 4)



Module 5

Personal safety

LESSON DESCRIPTION

There are many reasons to be concerned. Terrorism is one, but many more people die every year on the roads or in household accidents. A real worry might be getting hospitalised and picking up an infection there. Thousands die from this every year but almost nobody is aware of this fact. The aim in this lesson is to conduct a survey on fears and to contrast the results with statistics of real accidents, illnesses and deaths to form insights.

1. The teacher introduces the lesson theme and the extra-curricular work attached to it.
2. The teacher elicits suggestions on different topics. How do you organise a survey? Who should be interviewed? How do you prepare yourself for conducting an interview? How can the answers be recorded and evaluated as easily as possible?
3. The students prepare their questions in the discussion teams. When it comes to fears, a distinction must be made between personal life (family, friends, oneself), the region, the country one lives in and the world in general. The students must include these different levels in their survey.
4. The teacher presents the time frame for the survey and the place and time and way in which the results will be presented.

REAL FEAR MEETS REAL DANGER – A SURVEY IN 3 STEPS

We are all afraid, sometimes more, sometimes less. That is normal. What is interesting is that the fears mostly depend on what is being discussed or what is in the media at the moment.

**STEP 1**

You are conducting a survey to find out what people around you are afraid of. Make sure you ask a number of very different people.

Give them the opportunity to formulate the three most important fears or anxieties for

- a) their own life, family, friends
- b) their country
- c) the world

Collect all the answers and make your own statistics. What criteria will you select?

STEP 2

Using the Internet, research the most common reasons for accidents, crimes and deaths in your country and in the world.

STEP 3

Compare the data and prepare an interpretation.

