



A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 1



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GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 1" 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:

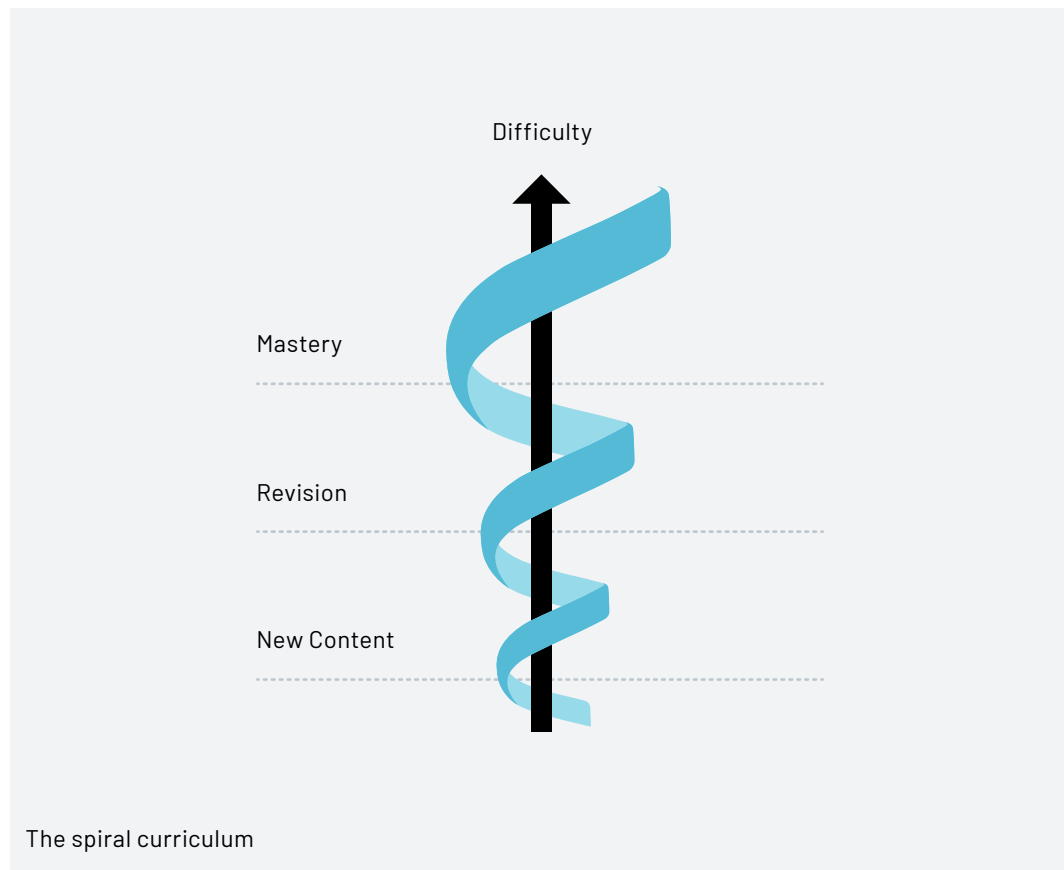
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility,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

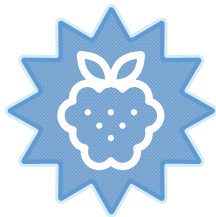
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 1

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: Appreciating one's own personal identity and the identity of others in educational/family/community contexts, demonstrating self-confidence and a positive attitude. This includes:

- recognising one's own and other people's emotions as expressed through gestures, facial expressions and words,
- describing one's own and other people's uniqueness in the context of student status, and
- demonstrating appropriate behaviours and school rules to the class.

The topics in Module 1 focus on the personal identity of the student, focusing on his or her strengths (tasks 1, 2), differences and uniqueness (task 3), and character and personality (task 4).

Module 2:

Ensuring quality of life

Specific competencies: Using personal, social and environmental resources economically, demonstrating integrity and accountability. This includes:

- recognising appropriate behaviour, order and interrelations in different situations,
- recognising the benefits of learning activities, based on criteria provided, and
- adapting behaviour in real-life situations.

The topics in Module 2 focus on relationships with friends and solving conflicts (tasks 5, 6), different ways to greet each other (task 7), and reflecting on politeness and appropriate behaviour in various contexts (task 8).

Module 3:
Healthy lifestyles

Specific competencies: Adopting healthy lifestyles in various contexts, demonstrating integrity and accountability. This includes:

- describing rules of personal hygiene and proper nutrition in everyday circumstances,
- creating a daily routine, based on recommendations, and
- appreciating of the role of physical activity in maintaining health and rest.

The topics in Module 3 focus on the importance of one's own body (tasks 9 and 10), the importance of playing with others (task 11), and the importance of having a routine for hygiene (task 12).

Module 4:
Designing personal careers and developing entrepreneurial mindsets

Specific competencies: Designing a career from the perspective of individual potential and professional interest, showing a positive attitude towards personal growth and learning as the basic activity of the student. This includes:

- describing various preferred activities,
- differentiating between desires and needs according to an efficient use of resources, and
- appreciating work and its utility, based on examples from family and community.

The topics in Module 4 focus on identifying one's own interests (task 13), experiencing one's own skills in an artistic situation (task 14), reflecting on household activities (task 15), and thinking about the reasons for working and the difference between needs and desires (task 16).

Module 5:**Personal safety**

Specific competencies: Adopting behaviours that promote personal safety and that of others in everyday situations, showing care and a responsible attitude towards oneself and others. This includes:

- presenting a story in one's own words about the rules of safety in potentially dangerous situations,
- choosing safe routes to school and to the playground based on recommendations, and
- assessing risk when communicating with strangers.

The topics in Module 5 focus on assessing healthy and unhealthy types of food and activities (task 17), the safest route to school (task 18), personal safety in school and at home (task 19), and stranger danger (task 20).

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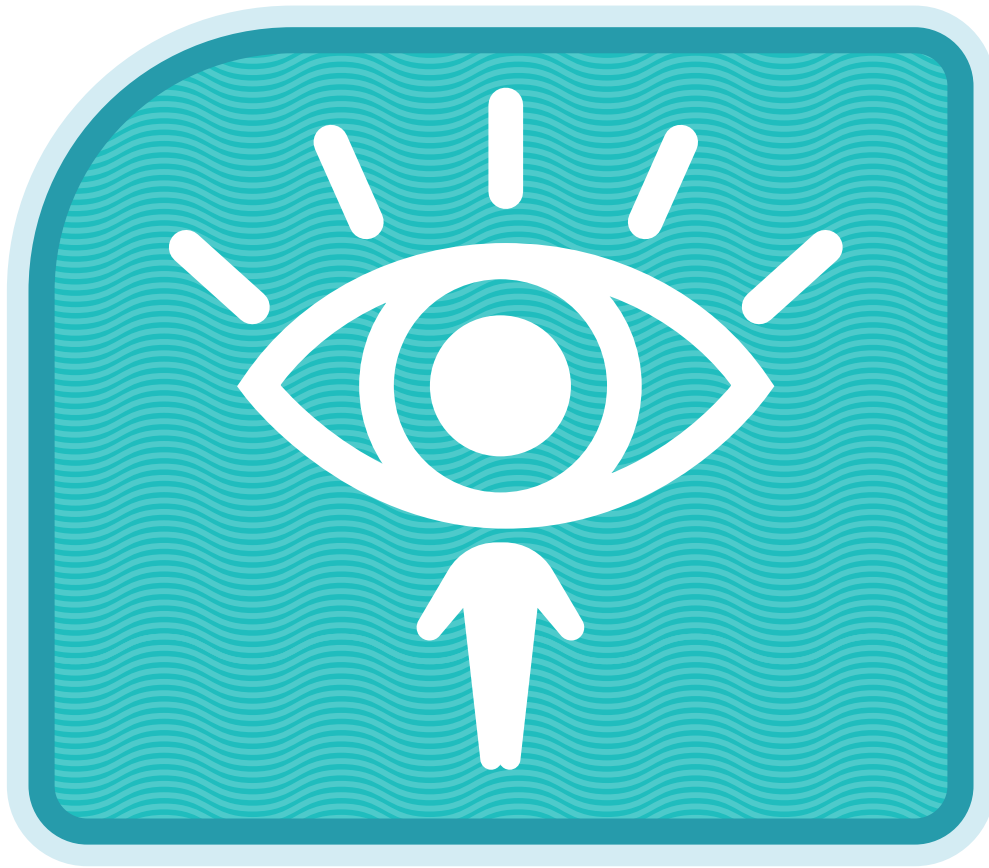
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MODULE 1

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

THIS IS ME

Goal

The students get to know their classmates. They form first relationships.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Circle of chairs for the plenary session; Two puppets/dolls or stuffed animals; Template of empty figure



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

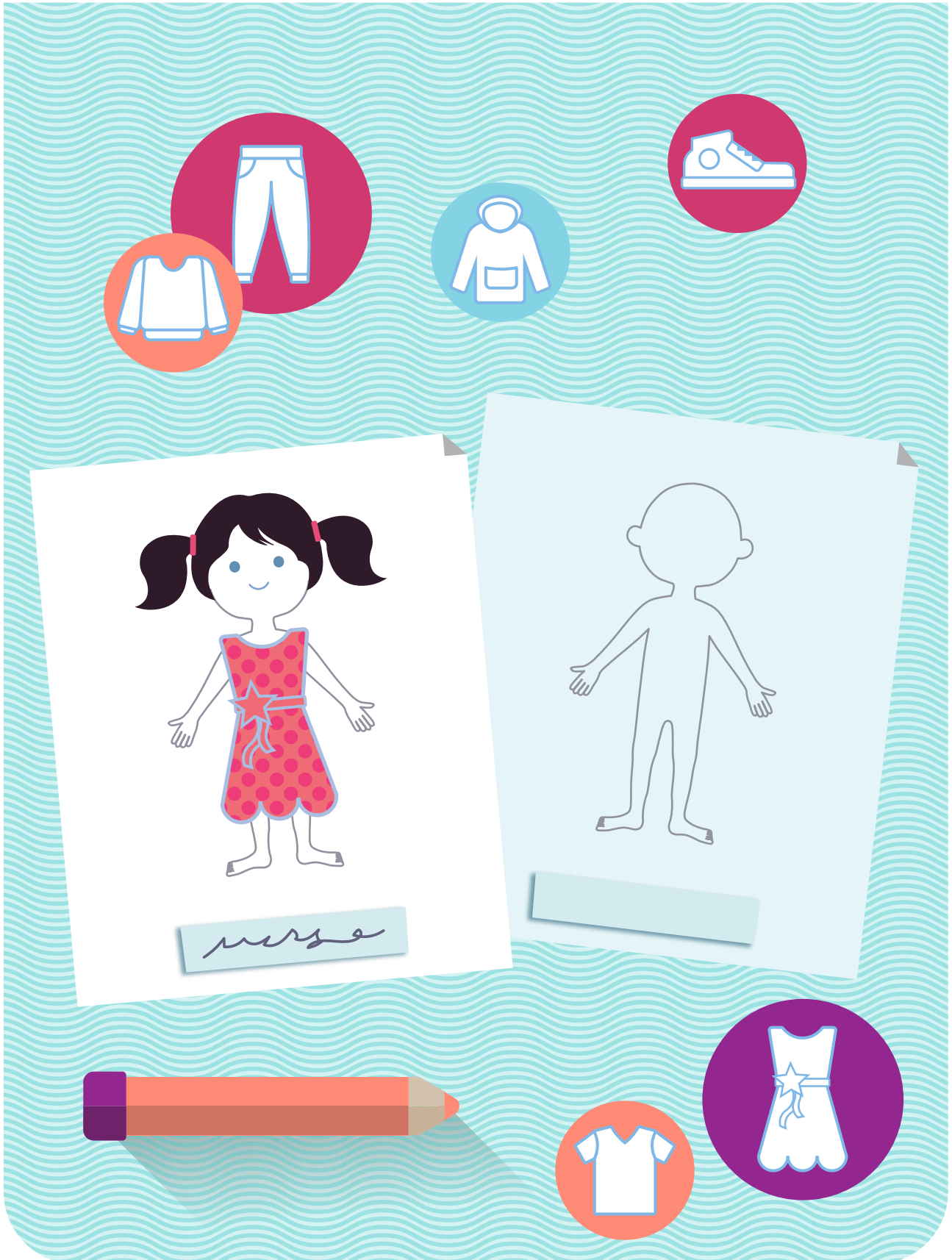
1. The students sit in a circle. The teacher introduces two puppets, dolls or toy animals by name. The teacher talks a little bit about the two figures. One of them is a boy, one of them is a girl (e.g. Catalin and Anca). The teacher introduces their hobbies, their strengths, etc.
2. The teacher shows the template of the empty figure.
3. The students colour in the picture and draw a face and clothing. Then they walk around the room and show and tell other students what they have done.
4. The students sit in a circle. They present their drawings by saying: "This is me. My name is ... I have ... (brown hair, blue eyes, etc.)". Then all children repeat: "This is ... She has ... Well done, (name)!" All children clap, so every child receives an applause.
5. For homework, the children bring their favourite toy animals or toys they had when they were very little to school to the next lesson.

Sequence ②

1. The students sit in a circle of chairs with their toys.
2. The students introduce themselves by showing their toys. The teacher encourages the students to talk about what has changed since this was their favourite toy.
3. Together, they discuss the different facets of a person that can change over time. The students' ideas are put into categories e.g.: looks, tastes, interests, activities, height, weight, etc. by the teacher.
4. All the toys are displayed in the classroom with the names of the owners indicated. At the end of the day, the children take them home again.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①



TASK 2

I LIKE ANIMALS

Goal

The students express themselves. They share information about what they like. They understand that everybody is different despite being in the same class and sticking to the class rules.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Worksheet; Colouring pencils;
Enough space to move around;
Tasks on board or worksheet



Module 1

Self-knowledge and knowledge
of others

LESSON DESCRIPTION

1. Activating game "Mama and Kittens": One child is the mama cat and waits in the corner of the classroom. In the other corner the children (or the teacher) appoint(s) one child to be the kitten. All children move like cats through the room. Every now and again the kitten says "meow". The mama has to find the kitten. She says when she has found it. Then another child can be the mama.
2. The children sit on their chairs. The teacher asks: "Who likes cats and kittens?" The children raise their hands. The teacher finds other examples (dogs, elephants, tigers, dolphins, horses, etc.).
3. The teacher introduces the worksheet or the drawing on the board: "What animals do Anca and Catalin like?" The children describe the animals.
4. They colour in the ones they like and work on their own.
5. They come into a circle. The teacher asks: "Who likes ... (a particular animal)?" The children who coloured in this animal raise their hands. The teacher asks a few such questions.
6. The teacher addresses the issue of how the different animals interact in class. They repeat the class rules together and, if possible, act them out.
7. Calming game "Secret Message": The class stands in a circle. The teacher whispers a message into a child's ear who whispers it to the next child and so on. After the last child, the message is announced. Was it correct? Now, a child invents a message. Play it a couple of times.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 3

I AM ME YOU ARE YOU

Goal

The students understand that they are unique and that their friends are unique.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Paints or inkpad; White sheets of paper



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

1. Activating game "Be My Mirror": Two children stand facing each other. One child starts to make a move (e.g. claps her hands or stamps his feet). The other child has to be the mirror and does the same thing. Then the first child makes a different move. The "mirror" has to do the same. After a few turns, the teacher tells the children to switch roles. Now the other child is the mirror.
2. The teacher starts the introduction: "Anca and Catalin are very special children. They can do a lot of things. They like animals, they like school, they like playing with other children. But they also want to be unique. Do you know what unique means?" The class discusses what makes a person unique. The teacher explains why fingerprints are unique.
3. The children sit in groups of four and make handprints in the middle of a white page.
4. When the sheets have dried, the children go back to their desks and create a flower out of their handprint.
5. The children hang their flowers around the room. Everyone looks at them. Do they look the same? Are they different? The teacher guides the discussion.
6. Calming game "Back Writing": Two children play together. One of them sits in front of the other. The first child starts to draw something on the back of the other child (a heart, circle, triangle, etc.). The other child has to guess what she drew. Then they switch roles.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





TASK 4

THIS MAKES ME LAUGH

Goal

The students find out what makes them laugh and understand how to make others laugh. They understand that laughing together can create a good atmosphere.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Circle of chairs; Worksheet or pictures; Colouring pencils



Module 1

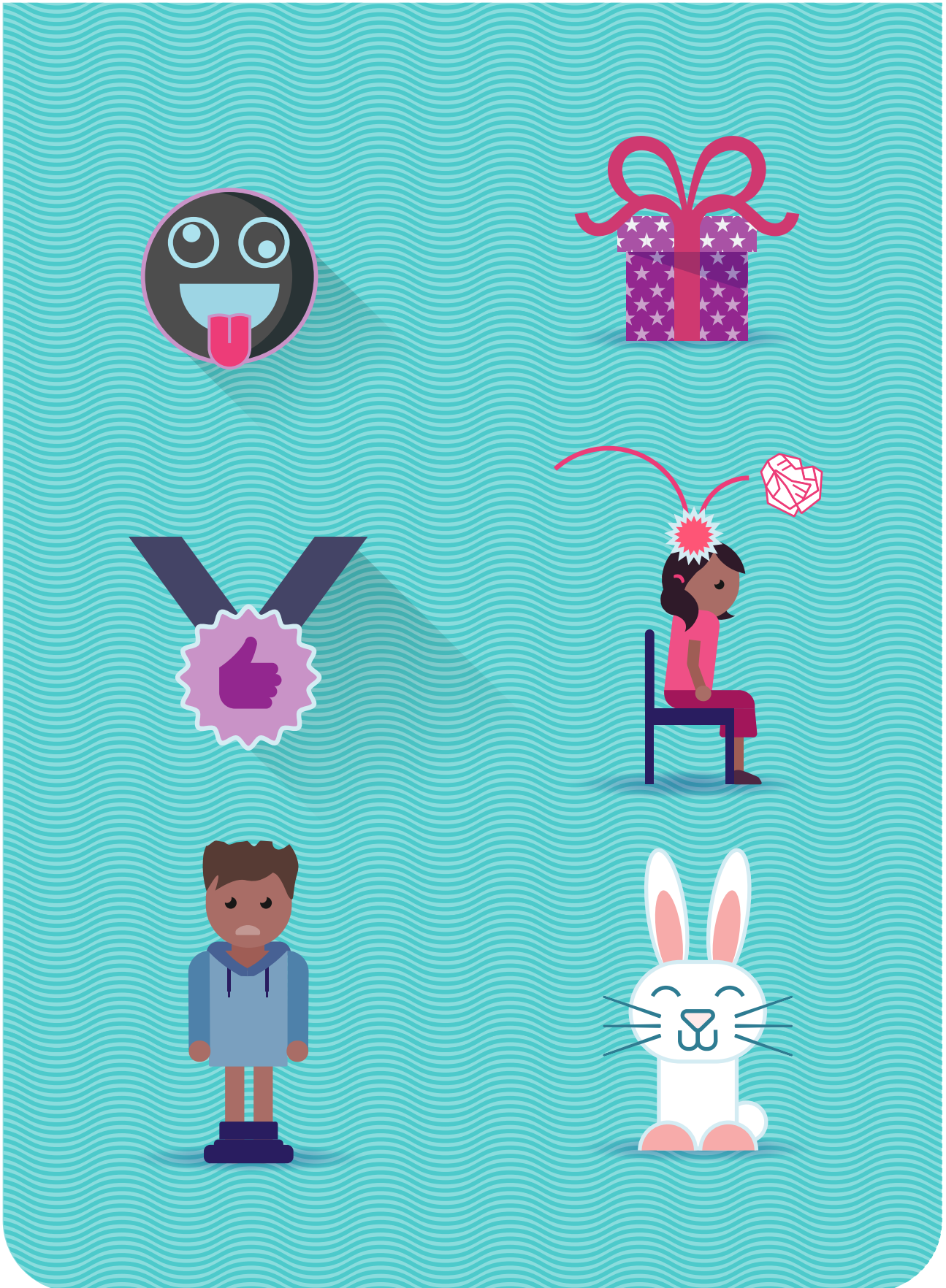
Self-knowledge and knowledge of others

LESSON DESCRIPTION

1. Activating game "Don't Laugh": The children sit opposite each other in pairs. Who can look at the other the longest without laughing? It gets more difficult when both children start to make funny faces.
2. All children sit in a circle. The teacher starts a discussion about what makes them laugh. The teacher uses open and closed questions.
3. Then the teacher asks questions:
 - "Do you know different ways of laughing?" The children can try it out.
 - "Do you know different funny walks?" The children can try it out.
 - "Do you know a funny song?" One child or the whole class can sing it. The teacher makes sure that the language is appropriate.
4. The teacher continues: "Can you really laugh about everything?" They discuss it. Then, the teacher hands out the worksheet or shows the different pictures and explains the task.
5. The children work on the sheets or draw the scenes and circle the correct answers.
6. Calming game "Where Is the Treasure?": The children stand next to each other in a circle. Their hands are behind their backs. One child is in the middle and closes his or her eyes. The teacher gives a treasure (a key, a ball, etc.) to one of the children in the circle. The child in the middle opens his or her eyes. The other children pass the treasure behind their backs, without making too much noise. The child in the middle guesses and points to where the treasure is. If he or she is right, the child who was pointed to gets a turn in the middle.

**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

LET'S MAKE PEACE

Goal

The students reflect on conflicts and discuss why arguments occur. They develop a sense for solving them.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Worksheet; A4-sheets; Scissors (if worksheets cannot be copied for all students); 4–5 sets of pictures



Module 2

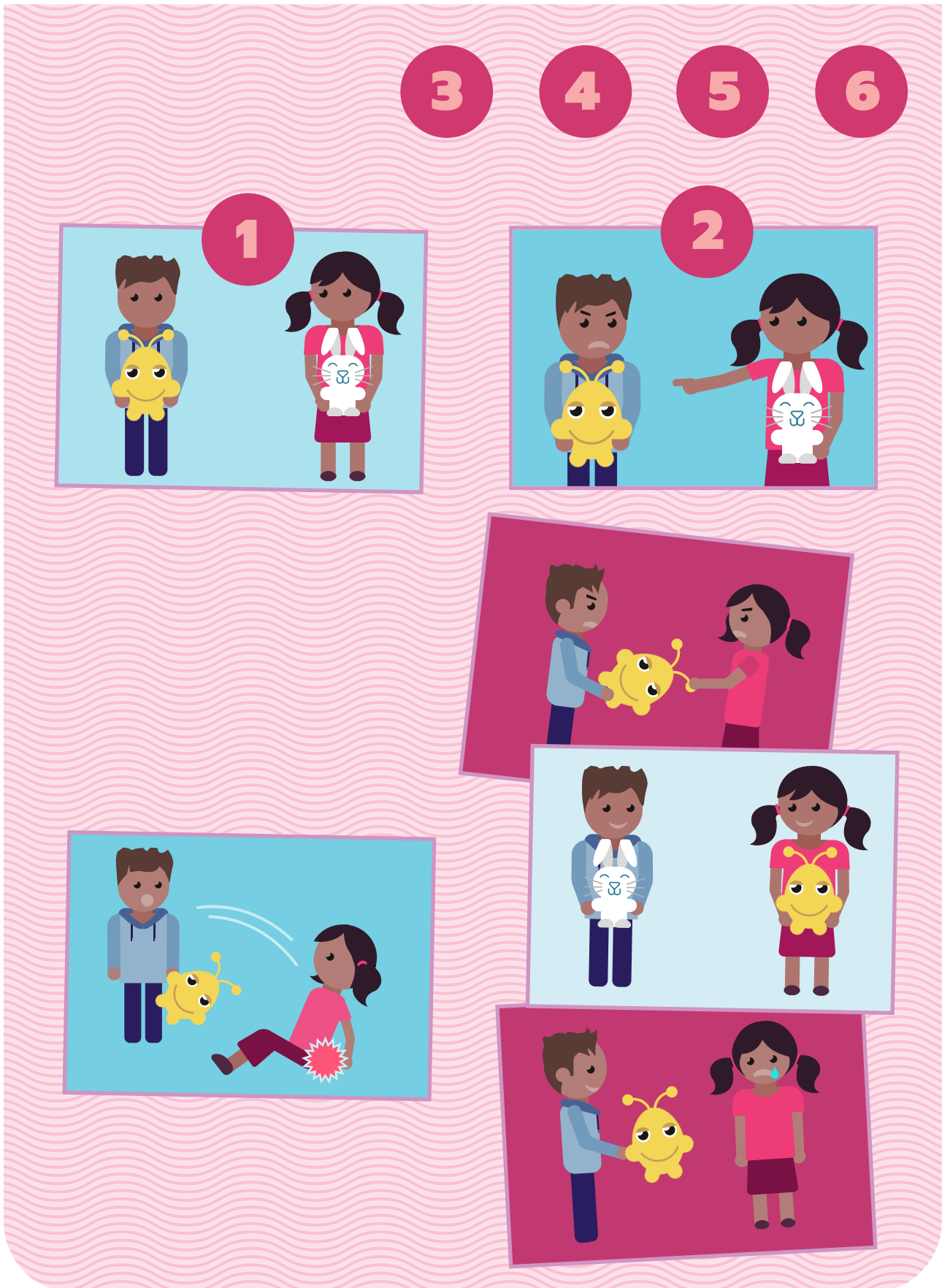
Ensuring quality of life

LESSON DESCRIPTION

1. Activating game "Sculptor and Sculptress": One child is the raw marble block that has to be formed. He or she stands without moving. The other child is the "sculptor". The first step is to create the sculpture first by touching the child and adjusting her into the desired position by moving his or her body. Then the children change roles.
2. The teacher introduces the worksheet (or shows the pictures) and explains that there is a story of a fight but it is not in the correct order. The children work alone and cut the pictures and put them in the correct order. When the worksheet cannot be copied, the children sort the pictures into groups of four.
3. The teacher checks the work. The children can then stick the pictures onto a sheet of paper.
4. Questions the teacher could ask in a follow-up discussion:
 - How does Anca feel?
 - How does Catalin feel?
 - Why is Anca angry?
 - Why is Catalin angry?
5. Role play: In pairs, the children play the short scene with a different solution at the end.
6. Some children volunteer to play the scene in front of the class.
7. Calming game "Back writing" (see task 3).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 6

FRIENDS ARE IMPORTANT

Goal

The students think about friendship and what friends mean to them. They understand what a good friend is for them.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Circle of chairs; Picture of children playing and quarrelling;
Scene: "The more, the merrier"



Module 2

Ensuring quality of life

LESSON DESCRIPTION

1. Activating game: "Greeting". The children move around the room while music is playing. When the music stops, the children stop moving and greet each other by shaking hands, clapping both hands together, giving each other "high-fives", using only the little finger, touching each other's noses, etc. They say: "My name is ...". The teacher tells the children which way to greet before the music starts again.
2. The class sits in a circle. The children look at the picture of Anca and Catalin playing. They discuss the picture.
3. Then the teacher directs the attention to the scene "The more, the merrier". The teacher plays the scene on the next page.
4. Discussion about friendship. Possible questions:
 - What do you think of Marian's behaviour?
 - What about Catalin? What about Anca?
 - What does a good friend do?
5. The teacher divides the characters equally among the class.
6. In groups of three they play the scene. The children can adapt the plot if they want.
7. Some of the groups may play the scene for the class (in the circle).
8. Calming game "Sitting on Each Other's Lap": The whole class stands in a circle. All the children turn to the right to look at the next child's back. Then they get really close together and when the teacher counts to three, they sit down on the knees of the child behind them. When everybody is sitting, they can try to walk.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



SCENE: THE MORE, THE MERRIER!

Catalin and Marian are playing with marbles, when Anca joins them. She stands there for a while, watching them.

Anca: Can I play with you? I am good with marbles.

Catalin: Of course, here: I can give you some of my marbles.

Marian: I do not like playing with girls. Tell her to go away, Catalin!

Catalin: Come on, Marian. Anca is my friend! I cannot tell her to go away.

Marian: Well, then I am not your friend anymore. I don't play with girls.
He sulks and turns his back on them.

Anca: (Smiling) Come on, Marian: Don't be stupid! You can have Catalin all to yourself soon. I have to go home soon and help my mum in the house. Or are you afraid of losing against a girl?

Marian: I am not afraid! I just don't like playing with girls. *(Still sulking)*

Catalin: At least try! You'll see: playing with Anca is good fun.
(He nudges Marian in the sides) Do it for me, old friend!

Marian: (Slowly relaxing with a hesitating smile) Okay, all right. I'll try. But if it's no fun, I'll stop playing.

Anca: Hurray, I can play! You'll see: the more, the merrier.

(She slaps Marian on the shoulders and gives a high-five to Catalin)



TASK 7

THIS IS HOW ALIENS GREET

Goal

The students become aware that there are many different forms of greeting in the world.



Time needed

45 minutes



Social settings

- Pair work
- Group work



Preparation

Circle of chairs



Module 2

Ensuring quality of life

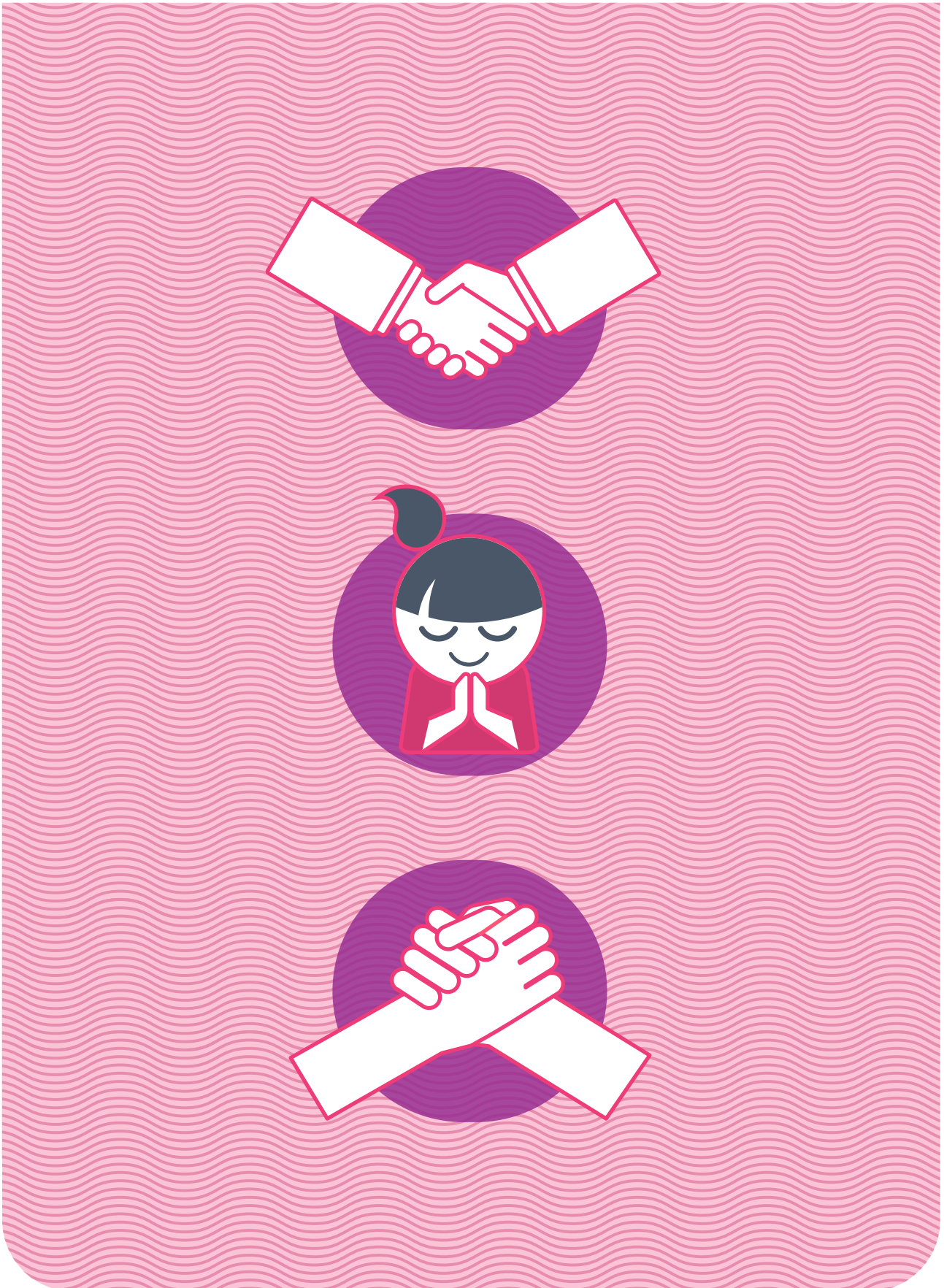
LESSON DESCRIPTION

1. Activating game "Greeting" with handshakes, high-fives and hugs (see task 6).
2. The children sit in a circle. The teacher collects ideas about greeting styles from other countries of the world. If the children don't know other forms, he can introduce the "Wai" greeting from Thailand: Pressing the palms of the hand together in front of the chest and lowering the head.
3. Then the teacher collects new forms of greetings from the children: "How else could you greet somebody? How do you think aliens would greet? What are aliens? How do people from other countries greet?"
4. Then the children are asked to get together in pairs and invent new forms of greetings by imagining being people from another planet. Each pair can invent three new forms of greetings.
5. The children sit in the circle again. The pairs present their "Alien-greetings" in the middle of the circle. Each time two pairs step into the middle and greet each other.
6. Calming game "What Is Different?": Two students stand facing each other. They look at each other carefully. One child turns around. The other child changes something about his appearance, e.g. hair style, clothes, expression, etc. The other child guesses what has changed. The teacher gives the command for children to turn around. After two or three guesses the children change partner.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





TASK 8

DIFFERENT SITUATIONS DIFFERENT BEHAVIOUR

Goal

The students understand that different situations require different forms of behaviour. They understand that politeness is important. They understand the impact of their behaviour.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Circle of chairs; Pictures of different scenes



Module 2

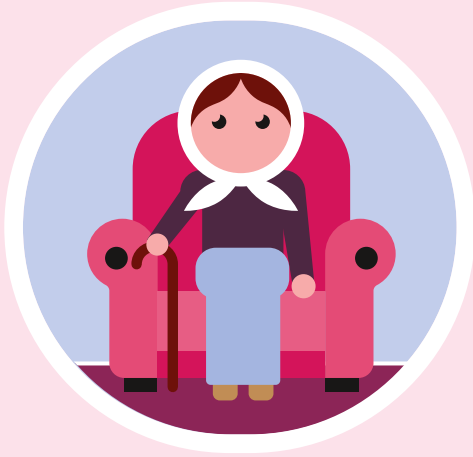
Ensuring quality of life

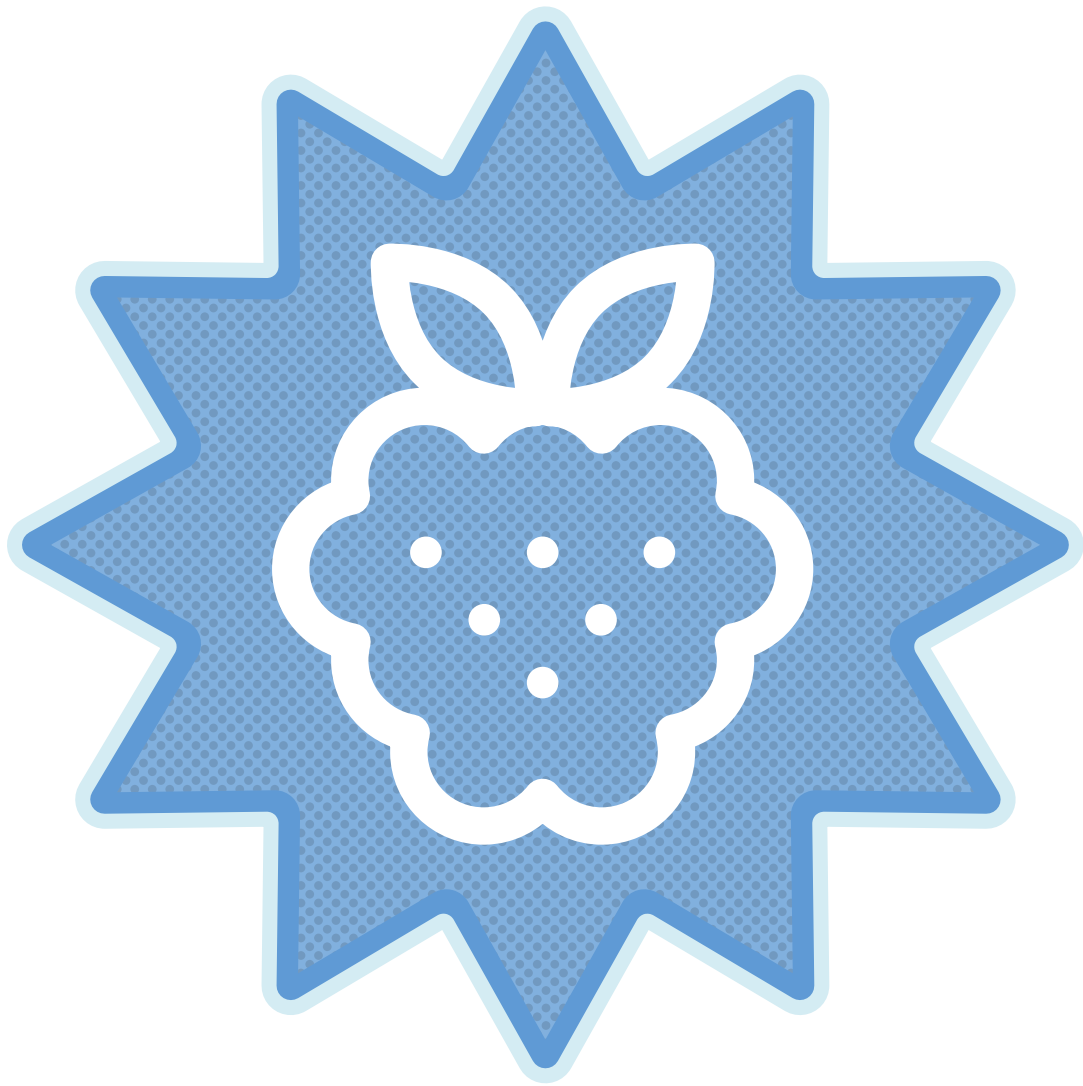
LESSON DESCRIPTION

1. Activating game "Robots and Mechanics": The teacher divides the class into many "robots" and a few "mechanics" (e.g. 15:5). The robots can only march straight ahead. When they hit an obstacle, they start to beep. Then the mechanics turn them around, so they march again. It is the mechanics' task to keep all robots moving and none beeping.
2. The students sit in a circle. The teacher presents different pictures of different situations in the middle of the circle. The students describe what they see.
3. The teacher starts a discussion about how to behave in these different situations. The students act out a short role-play for each situation (always with different children) showing the different forms of appearance, interaction and communication.
4. The teacher puts the students into groups of 3 or 4. Each group receives or chooses one situation to practise the role-play.
5. The students come back and perform their role-plays.
6. The teacher collects key words from the students (e.g. polite, orderly, friendly, casual, etc.) and the students match them to the pictures.
7. Calming game "Warm Sun Hands": The students sit in a circle and close their eyes. The teacher plays the warming sun and wakes up the students. She rubs her hands so they are warm and puts them on the backs of the students, one after the other. Whoever has been woken up by the sun stands up and goes to his or her desk.

**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

I SAY "THANK YOU" TO MY BODY

Goal

The students learn to appreciate their body and be thankful for what it enables them to do.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Paper sheets; Colouring pencils



Module 3

Healthy lifestyles

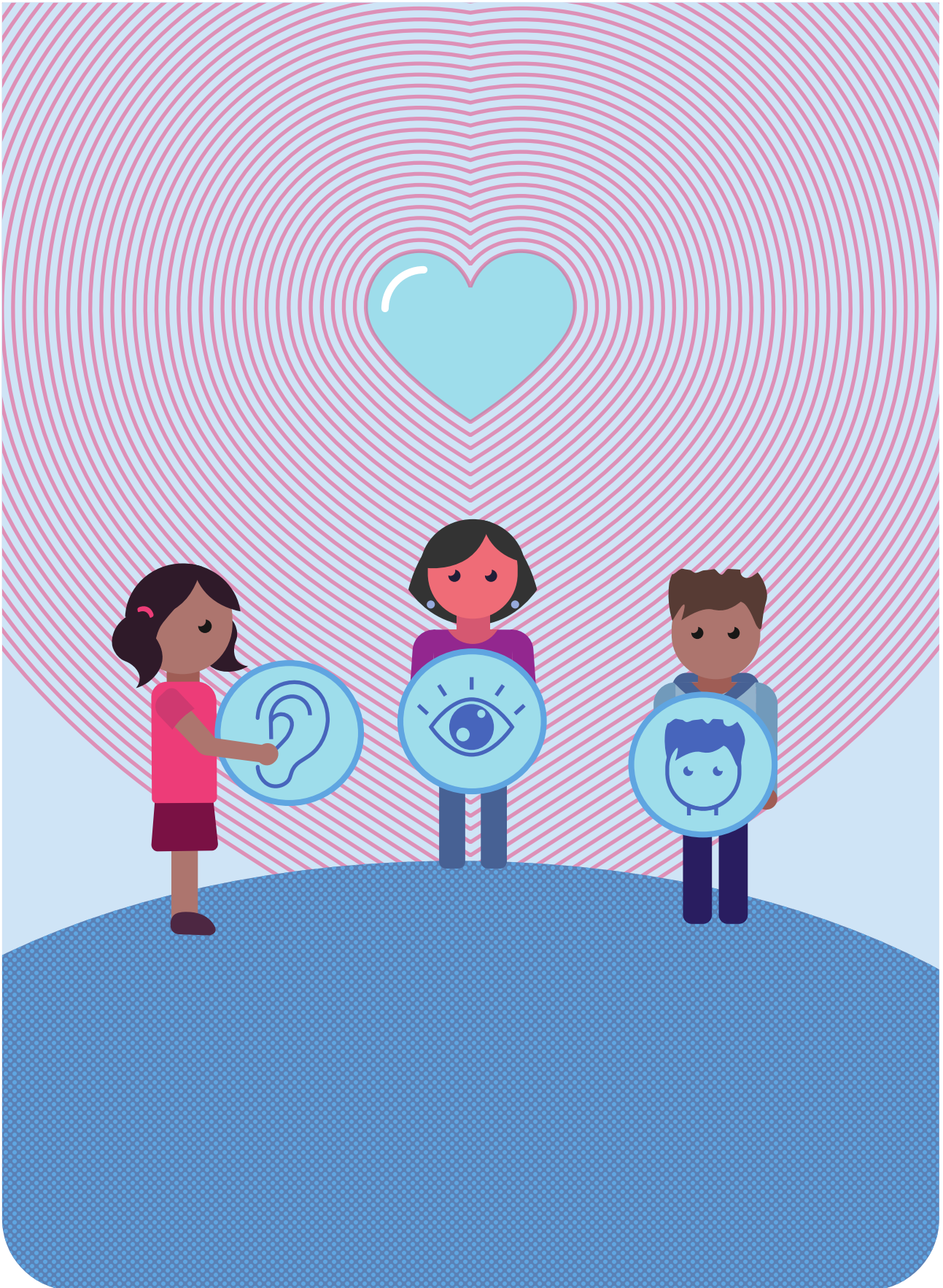
LESSON DESCRIPTION

1. Activating game "Robots and Mechanics" (see task 8).
2. The children stand in a circle. The teacher asks different children one after the other:
 - to move through the room using only one foot
 - to clap using only one hand
 - to close their eyes, turn their face in the direction of the blackboard and describe the wall opposite the black board
3. The teacher gives instructions: "Draw a part of your body you especially like and think about one of its qualities or abilities that you would like to say 'thank you' for. Present your picture, caress your body part and say 'thank you' to your body part."
4. The children present. The other children join thanking that body part if they like, e.g.
 - "Thank you tongue for being able to taste delicious food."
 - "Thank you hand for making me able to draw."
5. Calming game "Goodbye Ball": All students stand in a circle. One child has got a ball. It winks at another child and throws the ball and says: "Goodbye (name of child)". The child who received the ball throws the ball to another child, saying "Goodbye (name of child)" and then leaves the circle. The game ends when there is no one left in the circle.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





TASK 10

THE SENSES

Goal

The students become aware of the different senses and what they allow them to learn about the world.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Worksheet; Colouring pencils; Bell; Perfume or flower; Salt or sugar; A piece of fur or a teddy-bear



Module 3

Healthy lifestyles

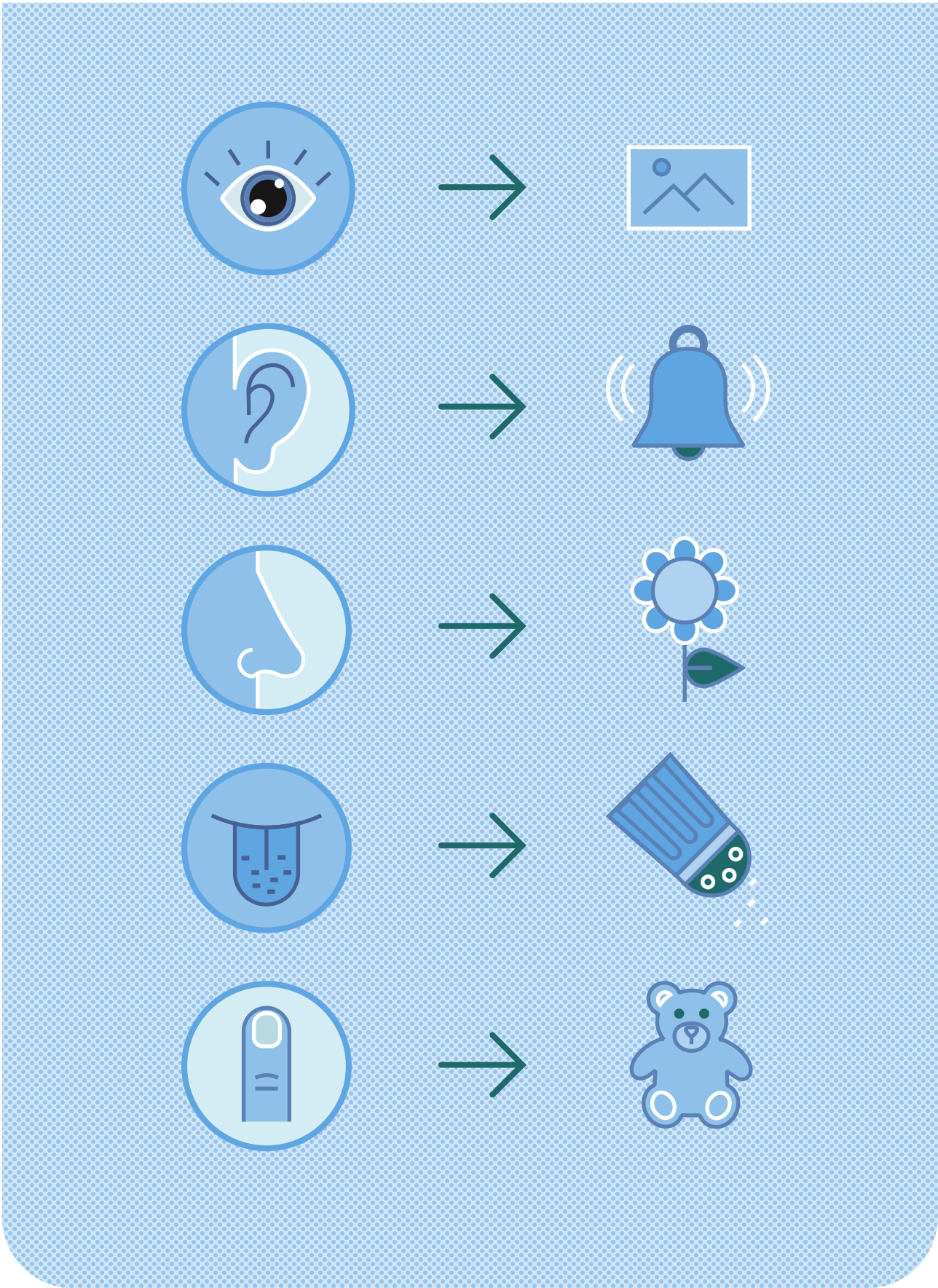
LESSON DESCRIPTION

1. Activating game "Clap your palms on the floor": The children kneel on the floor and put the palms of their hands on the floor in order to form a circle. Each neighbour's hand is between their own hands – a bit like a zipper. Then one hand starts to clap (on the floor), then the next one and the next one, etc. The children watch their own hands and their neighbours' hands and coordinate. After the children have practised that for a longer time, the teacher introduces another aspect when a hand claps on the floor twice, the direction changes.
2. The teacher introduces the senses: seeing, hearing, smelling, tasting, and feeling.
3. The teacher tries out the senses together with the children:
 - Seeing: trying to see a small drawing far away
 - Hearing: hearing a very quiet bell ring
 - Smelling: smelling a perfume or a flower
 - Tasting: tasting salt or sugar (from your finger)
 - Touching: touching something very soft (teddy bear)
4. The children colour in the senses on their worksheet and think about their favourite one.
5. They draw or write their favourite sense into a circle and under that something their favourite sense can do (see, hear, smell, taste or feel).
6. They pair up with a partner and discuss it.
7. Calming game "Back Writing": Two students sit behind each other. One student draws something on the back of the other student (with his or her finger, e.g. heart, triangle, etc.). The other child guesses what was drawn.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





TASK 11

WE LIKE TO MOVE OUR BODY

Goal

The students experience movement and get to know their body better.



Time needed

45 minutes



Social settings

- Pair work
- Plenary session



Preparation

Song "Heads and Shoulders"
(Youtube or sheet music);
Space to move



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. Warming up song "Heads and Shoulders": Sing the song together with the children and perform the movements.
2. The children stand in a circle.
3. The teacher starts to present body movements and the children follow the movements, e.g.:
 - touching the feet with the hands (without bending the knee)
 - touching the left shoulder with the right finger by putting the arm over the head
 - stretching out
 - standing on tip-toe and "reaching out for the stars"
 - standing in a circle holding each other's hands and moving in one direction. Trying to change directions.
4. The children continue and present movements for the others to follow.
5. The students form pairs. In pairs they come up with their own "body-programme" or "body-workout". They practice it for ten minutes.
6. The students come back into the circle. The pairs who volunteer are the trainers and present their workout programme to the others. Everyone joins in. Depending on the time, the teacher gives turns to several pairs.
7. Some children are asked how they feel after the movements. They do this by showing thumbs (up – good, middle – okay, down – bad).
8. Repeat the song again.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Heads and Shoulders

Head and shoul - ders, knees and toes, knees and toes;

Head and shoul - ders, knees and toes, knees and toes; And

eyes and ears, and mouth and nose;

Head and shoul - ders, knees and toes, knees and toes.

When you sing, make these movements:

Head: Point to your head
 Shoulders: Point to your shoulders
 Knees: Point to your knees
 Toes: Point to your toes

Eyes: Point to your eyes
 Ears: Point to your ears
 Mouth: Point to your mouth
 Nose: Point to your nose





TASK 12

I KEEP MY BODY CLEAN

Goal

The students reflect on the importance of hygiene in different situations and internalise hygiene rules for their everyday life.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Pictures on worksheet with different hygiene rituals



Module 3

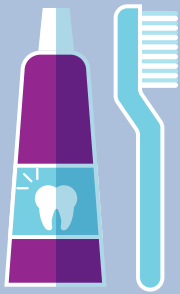
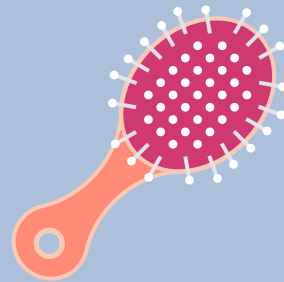
Healthy lifestyles

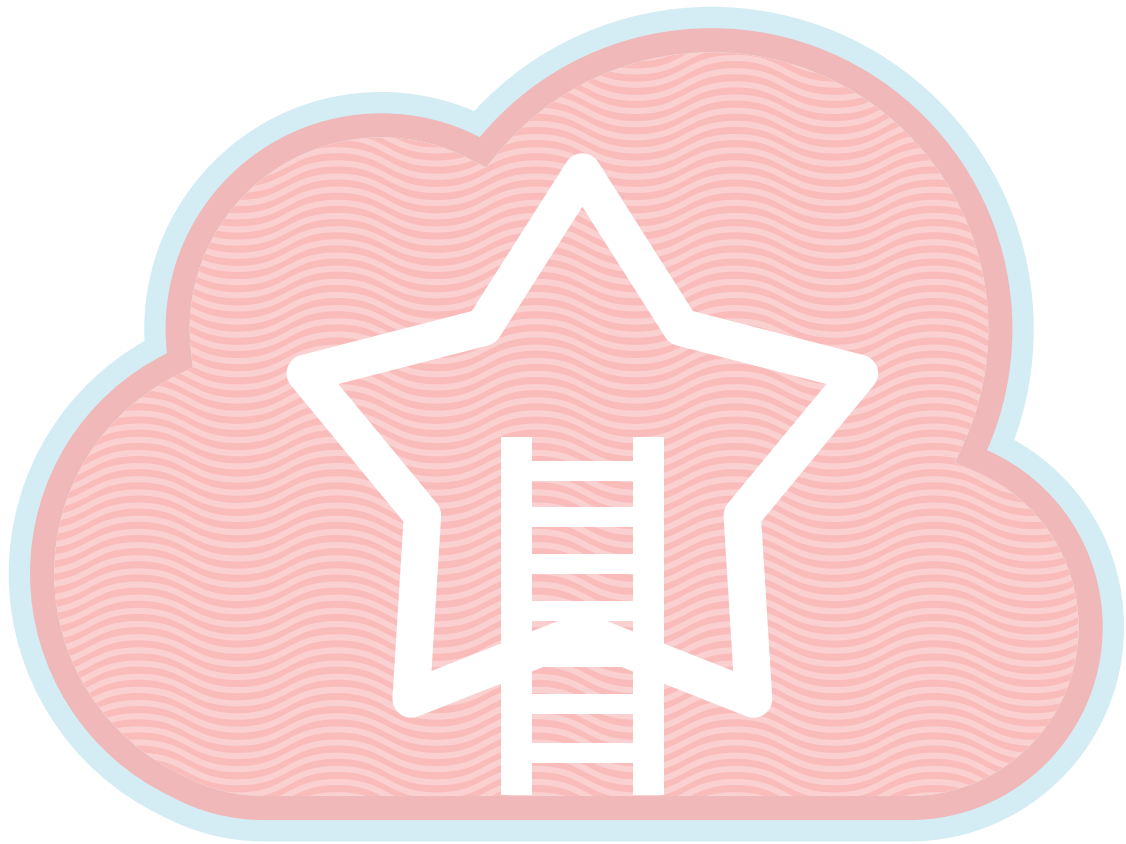
LESSON DESCRIPTION

1. Activating game "Clap Your Palms on the Floor" (see task 10).
2. The children sit in a circle.
3. The teacher introduces different movements to do with hygiene rituals. He or she acts out the rituals from the poster (brushing teeth, combing hair, etc.).
4. The children guess the movements.
5. The teacher involves the children in a discussion about hygiene. He or she elicits reasons for the different hygiene rituals.
6. Together with the teacher the children practise the rituals and act them out.
7. The children form pairs. One child acts out a hygiene ritual. The other one has to guess which one it is. Then they switch roles.
8. Then the teacher hands out a sheet with pictures of the different hygiene rituals.
9. Together with the teacher, the children write one sentence for each picture, e.g. "I brush my teeth after every meal so they stay healthy", etc.
10. For homework they take the sheet home and make a tick next to each picture when they have done the hygiene ritual. They bring the sheet to the next lesson.
11. Calming game: "Warm Sun Hands" (see task 8).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Oral hygiene****Hand hygiene****Hair care****Bathing ritual****Toilet hygiene****Coughing and sneezing
hygiene****Foot hygiene****Home hygiene**

**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

MY INTERESTS AND MY DREAM JOB

Goal

The students learn to think about their interests and imagine their dream job.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Pictures with hobbies; Paper sheets;
Colouring pencils; Ball



Module 4

Designing personal careers
and developing entrepreneurial
mindsets

LESSON DESCRIPTION

1. Activating game, "Rocket Launch": All children sit in a circle. They are astronauts. The rocket is being launched (by clapping their hands on their thighs). The rocket is about to start (clapping gets faster). The rocket starts and rises into the sky (children jump up from their chairs and raise up their arms). Variation: Before the start the teacher can also count from 10 to 0 together with the children.
2. The children sit in a circle. The teacher places pictures with different hobbies on the floor. The teacher then starts to introduce himself or herself with his or her favourite interest. Different children can choose pictures and tell the class a little bit about their interest. If there is no picture, they raise their hands and just tell it.
3. The teacher encourages the children to think about their interests and different jobs. If they could imagine their dream job – a job that they would love but that also really exists – what would it be? Does it match their interests?
4. They draw their dream job and write down three sentences about why they would choose this job.
5. All jobs are presented and hung up on the wall.
6. Calming game: "What Is Red?" The children sit in a circle. One child rolls a ball to another child and asks: "What is red?" The child who caught the ball answers, e.g. "A tomato is red." This child can now roll the ball to somebody else who asks the next question.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

My dream job

I want to be a

because



TASK 14

I CAN MAKE MUSIC

Goal

The students use their competencies in different situations. They learn to be creative.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Group work
- Plenary session



Preparation

Worksheet; Pencils; Water glasses; Rubber bands; Drum sticks; Combs; Thin paper; Plastic bags; Boxes; Yoghurt cups; Rice; Sand



Module 4

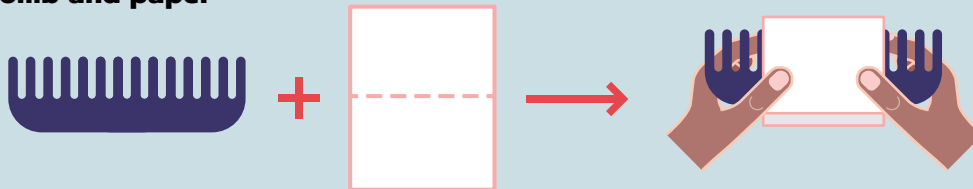
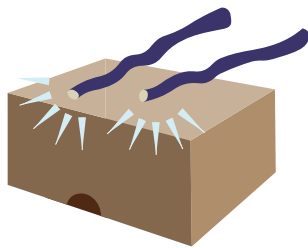
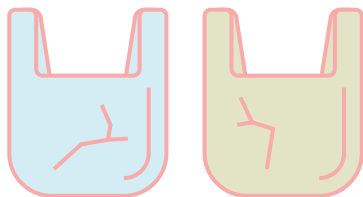
Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

1. Activating game: "Which One of You Can?" All children stand in a circle. The teacher says statements like "I can play football". All children who can play football go into the middle of the circle. The teacher chooses activities and skills for both boys and girls (also funny skills). As the last statement: "I can make music with... my body, or with a glass of water."
2. The children sit in a circle.
3. He or she points out that one can make music with many different things.
4. Stations with different instruments are prepared. Not more than three children are at one station. They walk around and complete the stations. They use a passport (e.g. small paper card with symbols for station) to tick what they have done.
 - Water glasses: Fill different levels of water in different glasses and tap them with a pencil.
 - Rubber bands: Use rubber bands wrapped around a box to play the rubber band guitar.
 - Drums: Take two sticks and find out what can be used as a good drum surface.
 - Comb and paper: Take a comb, wrap thin paper around it and blow on it.
 - Body percussion: With which part of your body can you make music? Mouth, fingers, hands, feet, tongue, etc.?
 - Plastic bags: Find out how you can make music with a plastic bag.
 - Rice rattles: Fill in rice or little stones into a tin and make a rattle.
5. After about 30' the children sit in the circle again. They bring their passports with them and reflect together.
6. Calming game: "What Is Different?" (see task 7).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Water glasses**Rubber bands****Comb and paper****Drums****Body percussion****Plastic bags****Rice rattles**



TASK 15

I HELP AROUND THE HOUSE

Goal

The students understand different household activities and learn how to contribute to them.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

List of activities; Word cards and pictures of household activities



Module 4

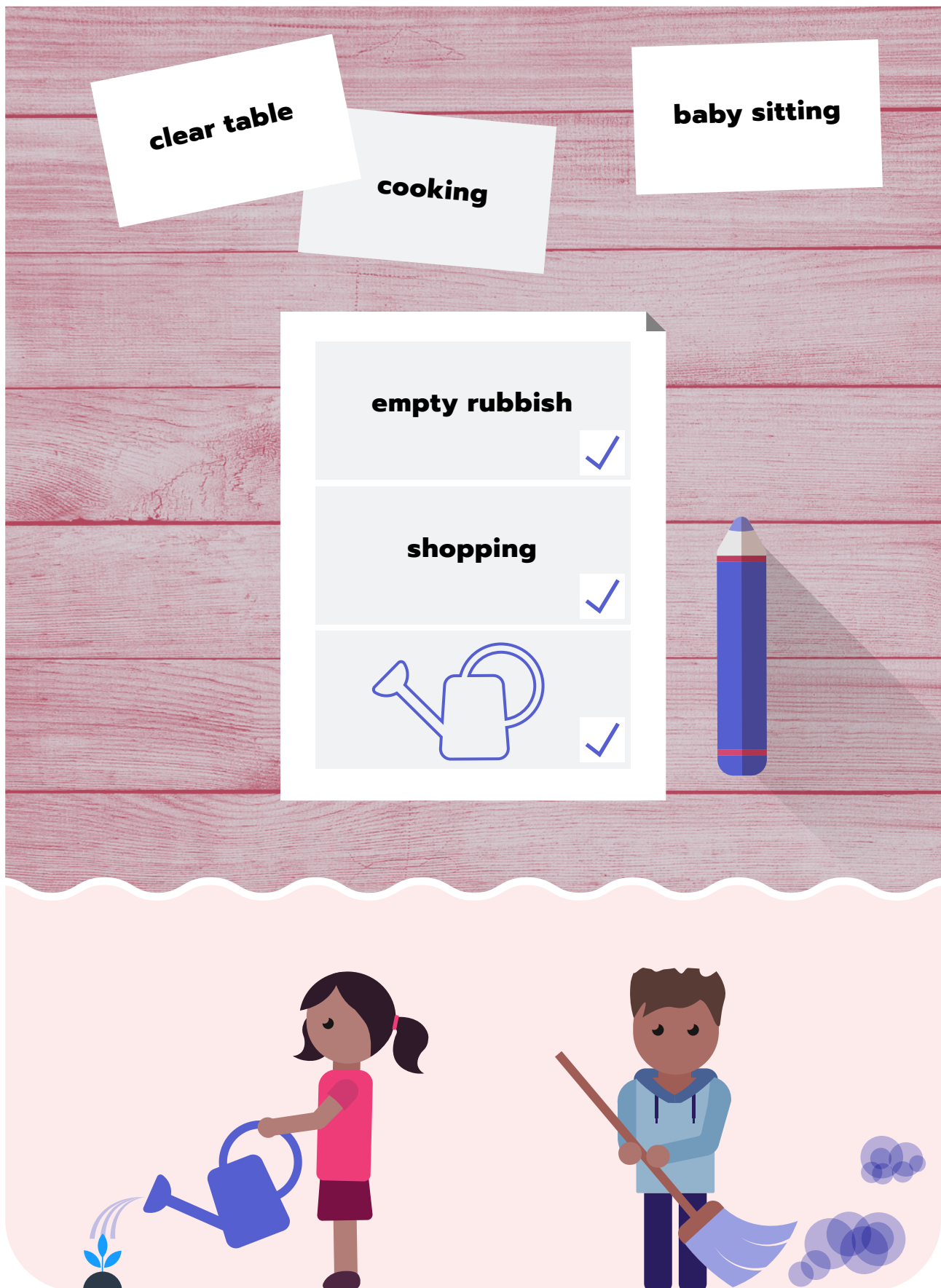
Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

1. Activating game "The Musical Snake": All the children queue up to form a long "snake". As soon as the music starts, the snake starts moving. The child at the front of the snake makes movements such as hopping, crawling, tiptoeing, etc. The other children all imitate the movements. When the music stops, the child in front goes to the rear of the snake and it is the next child's turn.
2. The children sit in a circle. The teacher places the different word cards in the middle and starts a discussion with the children.
3. The teacher collects more household activities from the children. He or she asks for activities children can contribute towards.
4. The children work on their own list of household activities. They write or draw the activities and make a tick where they can contribute.
5. For homework, they take their list with them and try to stick to it for one week.
6. Calming game "Car Wash": This game is played without talking, very quietly. The class lines up, shoulder to shoulder. The child at the end of the line is the "car" that needs to be cleaned. She moves down the line with her back to the line. The other children are the brushes. They massage, stroke, pat, etc. the back of the child. Hitting, tickling or any violent movements are not allowed. When the other end is reached, the "car" is clean and it is the next child's turn.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 16

WHY DO PEOPLE WORK?

Goal

The students reflect on the reasons for work and think about the difference between needs and desires.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Pencils; Paper sheets; Pictures of reasons for work (if possible)



Module 4

Designing personal careers and developing entrepreneurial mindsets

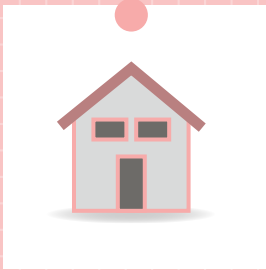
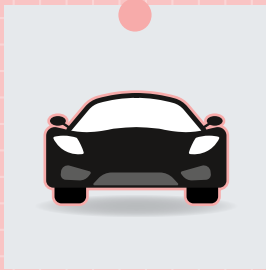

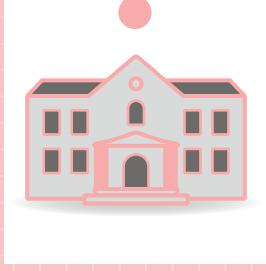
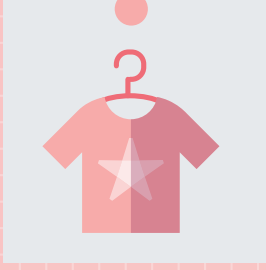

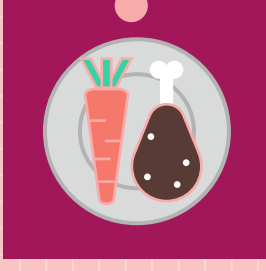

LESSON DESCRIPTION


1. Activating game: "Fire, Water, Lightning": The students move around to music. When the music stops, the teacher says one word: "fire", "water" or "lightning". Fire: all students climb up a chair or sit on a table (their feet have to be off the ground). Water: all students drop to the floor and pretend they are swimming. Lightning: all students stop and freeze as if struck by lightning.
2. The children sit in a circle. They play a miming game. The teacher makes a typical gesture of a certain job. The children guess. Then one child after the other gets a go.
3. The teacher writes the question on the board: "Why do people work?"
4. The teacher writes down all the children's ideas on the board (e.g. to earn money, buy food, buy clothes, pay rent, buy a car, pay for school, pay for books, etc.).
5. Now, the teacher divides the board into two columns: "needs" and "desires".
6. In twos, the children now sit together and decide which things are needs and which ones are desires. They write or draw them into their own columns on a sheet of paper.
7. In the plenary, the teacher asks some of the pairs to share their ideas with everybody. Together they sort all things into the needs and desires columns. A discussion about uncertain things can follow.
8. Calming game: "What Is Red?" (see task 13).



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

NEEDS	DESIRES
	
	
	
	



**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

HEALTHY AND UNHEALTHY

Goal

The students reflect on their daily activities and eating habits and think about whether they are safe/healthy or unsafe/unhealthy.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Worksheet; Colouring pencils; Ball



Module 5

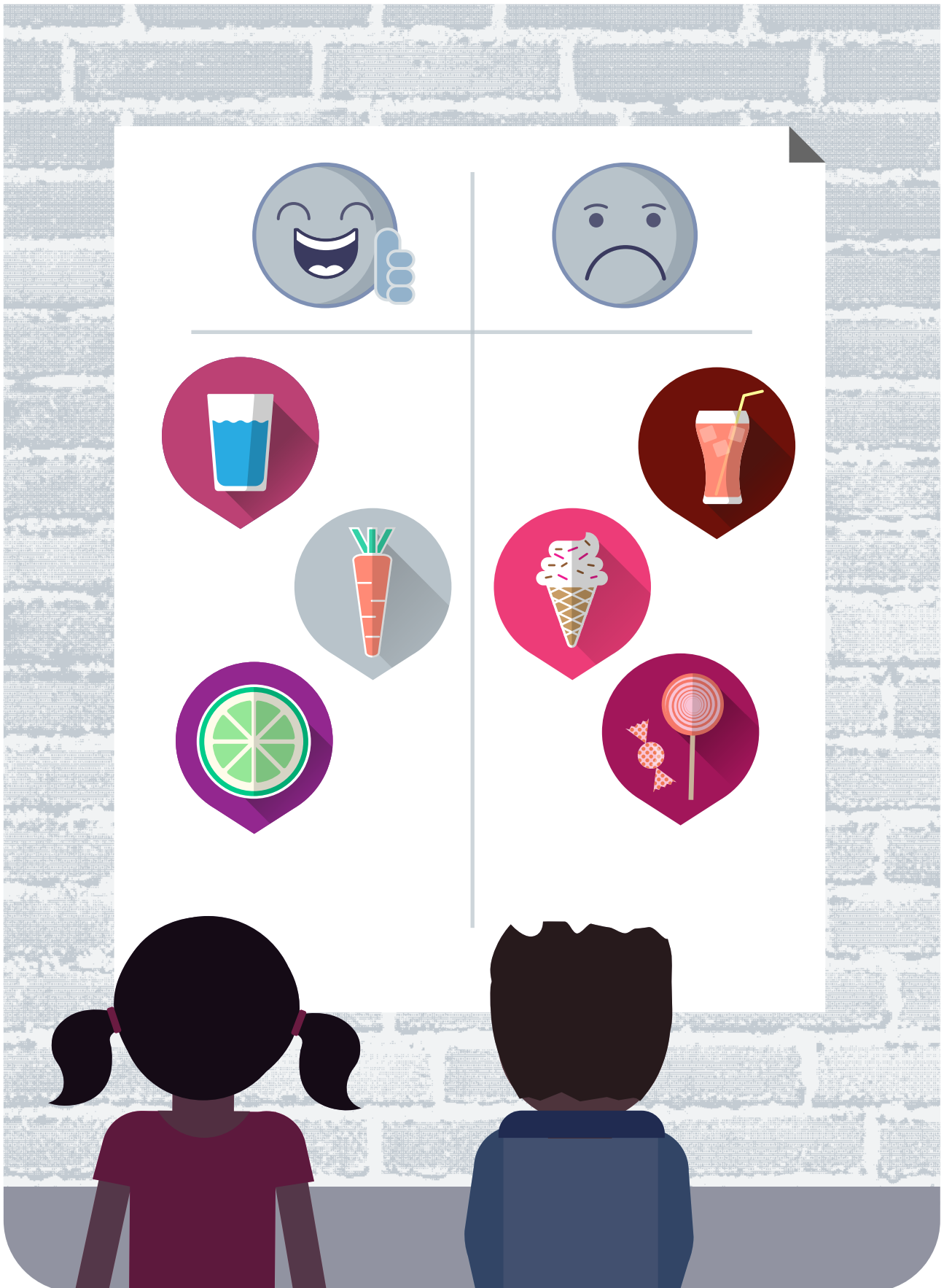
Personal safety

LESSON DESCRIPTION

1. Activating game: "Fruit Salad". The children sit in a circle. The teacher assigns different types of fruit to groups of children (e.g. 5 are strawberries, 5 are apples, 4 are bananas, etc.). One child is chosen to go into the middle of the circle. His chair is removed from the circle. Now the teacher calls out the name of two fruits, e.g. strawberries and apples. The children of the two groups change places. During that time, the child in the middle has to try to get to an empty chair. The remaining child is the next one to go in the middle of the circle. If the teacher calls out "fruit salad", all children have to stand up and change their places again.
2. The teacher introduces two questions: "What do you do every day?" and "What do you eat every day?" The teacher collects answers from the students.
3. The teacher asks: "Which of these things are healthy and safe?", "Which are unhealthy?" The children share some of their thoughts.
4. Two big groups are formed: 1: daily activities, 2: daily eating habits. In pairs within their group, the children make a collection of activities or food and indicate whether they are healthy/safe or unhealthy/unsafe (e.g. with a smiley or a sad face).
5. Then the children compare their charts with another pair.
6. In the plenary the children share their collections. Questions and reasons are discussed together.
7. Calming game: "Goodbye Ball" (see task 9).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 18

MY SAFE ROUTE TO SCHOOL

Goal

The students understand the importance of safety and appropriate behaviour in traffic. They practice a safe route to and from school.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Worksheet or drawing on board;
Pictures of dangerous situations;
Pencils



Module 5

Personal safety

LESSON DESCRIPTION


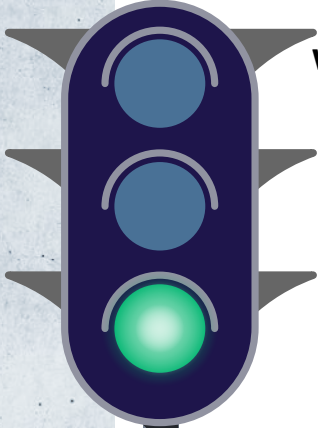
1. Activating game: "Sculptor and Sculptress" (see task 5).
2. The children sit in a circle. The teacher asks the children how they go to school.
3. The students answer. The teacher starts a discussion about how to behave on the streets and why this is important. Different answers are shared.
4. The teacher writes down a list of 5 important things on a big poster
 - We do not play on roads
 - We take a safe route even if it's not the shortest
 - We walk on the side of the road
 - We look three times for a car (left, right, left)
 - We are always attentive
5. They all go outside and practice the 5-point list at a spot near the school. The children walk together in pairs, one pair after the other. The teacher observes them and gives feedback.
6. As a final exercise in the classroom, the teacher presents different situations where children behave unsafely on the streets. The students draw or write down the correct way.
7. Calming game: "Secret Message" (see task 2).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

MY RULES IN TRAFFIC

- 1**
We do not play on roads
- 2**
**We take a safe route
even if it's not the shortest**
- 3**
We walk on the side of the road
- 4**
**We look three times
for a car (left, right, left)**
- 5**
We are always attentive





TASK 19

BEING SAFE IN SCHOOL AND AT HOME

Goal

The students reflect on possible dangerous situations at home and in school and develop a sense of carefulness and attention.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Pictures showing different dangerous situations; Pencils



Module 5

Personal safety

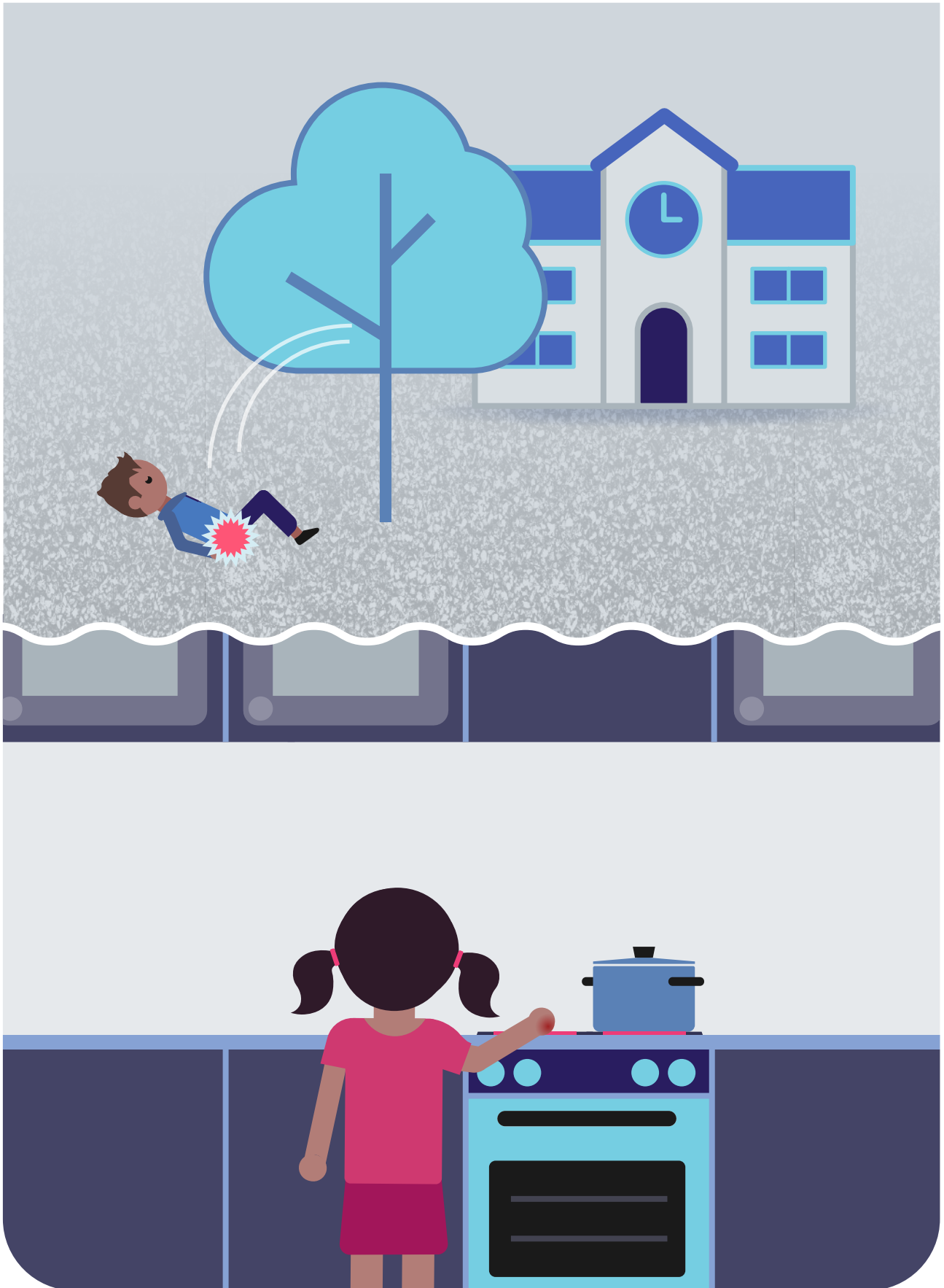
LESSON DESCRIPTION

1. Activating game: "Fruit Salad" (see task 17).
2. The teacher shows the children a picture. Together, they discuss what they can see. Then, the teacher starts a discussion about dangerous situations at home and in school.
3. The children's ideas are written down on the blackboard, divided into the columns "home" and "school".
4. Then, the teacher asks the children to form small groups of 3 or 4.
5. In their groups, the children take one situation (with the help of the teacher), either a "home situation" or a "school situation". They do a role-play and practice it. The role-play must show a dangerous situation and then demonstrate the correct way of doing it (e.g. through 2 children who help the first 2 children or to show them how to do it).
6. The children come back into the plenary circle. The teacher lets the groups perform their role-plays.
7. If there is time left, the teacher instructs the children to write down the most important rules in dangerous situations, e.g. "What do I do when I smell fire at home?" Or "What do I do when I witness a car accident?" Depending on the group, the teacher could introduce the 5 W's (when, where, who, what, why) as an instrument to use for emergency calls (also explaining the numbers to the children).
8. Calming game: "Car Wash" (see task 15).



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





TASK 20

BEWARE OF STRANGERS

Goal

The students understand that it can be dangerous to trust strangers. They reflect on the right behaviour when encountering strangers.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Red and green "lights" for the children to hold up; Poster with rules



Module 5

Personal safety

LESSON DESCRIPTION

1. Activating game: "Musical Snake" (see task 15).
2. The teacher introduces the topic: "We all encounter strangers around the school, at the grocery store or on the street."
The teacher explains that a stranger is any person the child does not know. Sometimes we need to ask strangers for help (e.g. when children get lost). The teacher notes that some strangers can be helpful, some can also be dangerous.
3. The teacher then collects ideas about places where strangers can be encountered.
4. The teacher tells a story, e.g. a fairy tale. The story should include "safe" and "unsafe" strangers, e.g. "Little Red Riding Hood". Safe talking to: grandmother, mother, hunter. Unsafe: wolf, disguised wolf as grandmother. The teacher asks the children which strangers are safe and which ones aren't, and uses pictures for this.
5. The children make two lights, a green one (safe) and a red one (unsafe). The teacher holds up one picture with safe and unsafe situations after the other. The children hold up the sign they think is correct for the type of stranger.
6. The teacher starts a discussion about rules when encountering a stranger (see materials for students). The rules are explained and discussed.
7. The children make their own poster and find another rule for themselves.
8. Calming game: "Secret Message" (see task 2).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

