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**A TEACHER'S GUIDE TO  
PERSONAL  
DEVELOPMENT  
FOR GRADE 2**



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# **A TEACHER'S GUIDE TO PERSONAL DEVELOPMENT FOR GRADE 2**

<b>General Pedagogical Introduction</b>	<b>2</b>
What are life skills in Personal Development?	2
Personal development skills as an integral part of school and life	2
How are the different skills organised?	4
How should I teach the modules?	5
What is my role as a teacher?	5
How is this manual structured?	6
Which additional materials can I use?	6
Where do the students record their work?	6
How are students assessed?	7
How do I evaluate my own teaching?	7
How are parents integrated into the subject Personal Development?	7
Literature	8
 <b>A Teacher's Guide to Personal Development for Grade 2</b>	 <b>9</b>
Module 1 – Self-knowledge and knowledge of others	15
Module 2 – Ensuring quality of life	25
Module 3 – Healthy lifestyles	35
Module 4 – Designing personal careers and developing entrepreneurial mindsets	45
Module 5 – Personal safety	55

## GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 2" 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:

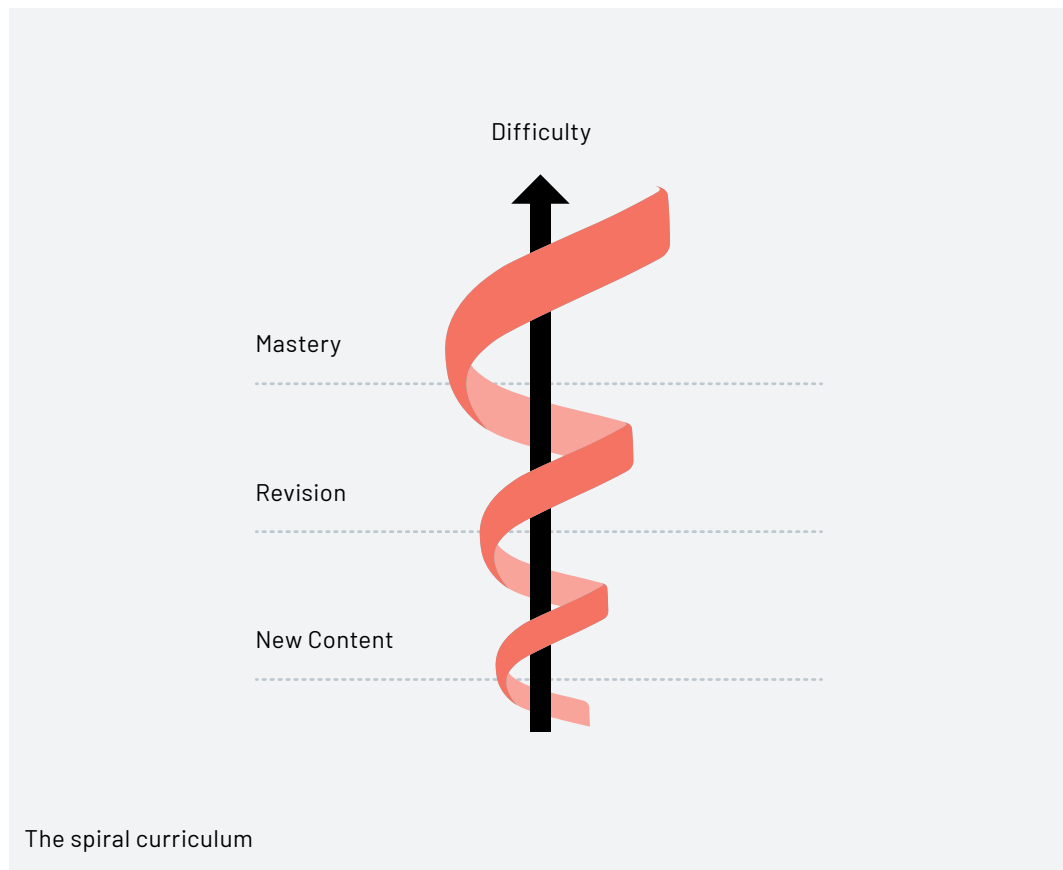
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility,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

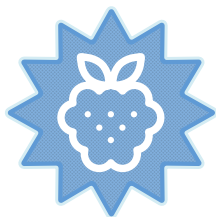
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 2**

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:

- identifying similarities and differences between themselves and others,
- correlating rights and responsibilities of students in school and everyday contexts, and
- asking for help in cases when they are victims or witnesses of abuse.

The topics in Module 1 relate closely to the personal identity of the student, focusing on their identity (task 1), their emotions (task 2), their uniqueness (task 3) and their diversity (task 4).

### **Module 2:**

#### **Ensuring quality of life**

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

- identifying correct behaviour in the school group and the natural environment,
- networking with others of both genders in various contexts, and
- demonstrating an attitude of care towards personal belongings and others in the family and school environment.

The topics in Module 2 relate to feelings in different situations (task 5), emotions within the family (task 6), gender aspects of play (task 7), and taking care of personal belongings (task 8).

**Module 3:**  
**Healthy lifestyles**

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

- recognising useful/unhealthy food and unsafe products on the basis of certain features,
- applying rules of personal hygiene to maintain their health, and
- appreciating diversified daily activities by alternating learning activities, recreation and sport.

The topics in Module 3 relate to personal preferences and their value for health (task 9), eating habits (task 10), personal hygiene (task 11), and the effect of hazardous and poisonous substances on health (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:

- taking an interest in the professional narratives of certain people in the family and community context,
- using personal resources, and
- engaging in daily activities that help develop their potential.

The topics in Module 4 include becoming aware of everyday perception (task 13), personal physical strengths and abilities (task 14), handling money (task 15), and skills within one's family and personal preferences (task 16).

**Module 5:****Personal safety**

Specific competencies: Adapting behaviour with regards to personal safety and that of others in everyday situations, showing a responsible attitude towards oneself and others. This includes:

- recognising risky situations and threats to the safety of the body in the everyday environment,
- demonstrating organised behaviour in exceptional circumstances according to a set of guidelines, and
- respecting the rules concerning safety conditions at home, school, in the street, in transportation and the natural environment.

The topics in Module 5 include becoming aware of different family forms (task 17), safety at home (task 18), protecting oneself in different weather situations (task 19), and protecting oneself in exceptional situations (task 20).



**MODULE 1**

<b>Self-knowledge and knowledge of others</b>	<b>15</b>
<b>Task 1</b> Where do I belong?	<b>16</b>
<b>Task 2</b> How do you feel today?	<b>18</b>
<b>Task 3</b> My fingers make me special	<b>20</b>
<b>Task 4</b> We are all the same – we are different	<b>22</b>

**MODULE 2**

<b>Ensuring quality of life</b>	<b>25</b>
<b>Task 5</b> How I feel when...	<b>26</b>
<b>Task 6</b> My group of people is happy when...	<b>28</b>
<b>Task 7</b> I play with my friends	<b>30</b>
<b>Task 8</b> I take care of important and precious things	<b>32</b>

**MODULE 3**

<b>Healthy lifestyles</b>	<b>35</b>
<b>Task 9</b> The things I like that make me healthy	<b>36</b>
<b>Task 10</b> My favourite food! Does it also make me healthy?	<b>38</b>
<b>Task 11</b> How I keep myself clean and healthy	<b>40</b>
<b>Task 12</b> Some things can be dangerous!	<b>42</b>

**MODULE 4**

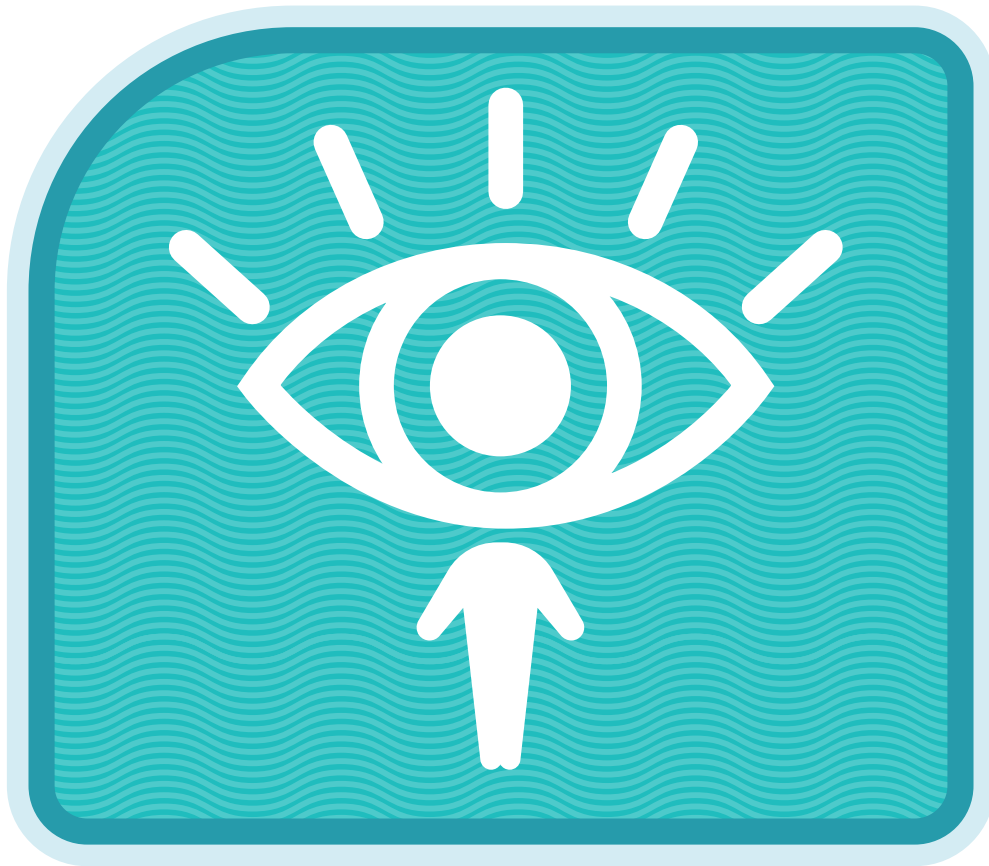
<b>Designing personal careers and developing entrepreneurial mindsets</b>	<b>45</b>
<b>Task 13</b> What did you see today?	<b>46</b>
<b>Task 14</b> The power of my body	<b>48</b>
<b>Task 15</b> What do I do with my money?	<b>50</b>
<b>Task 16</b> My family skills	<b>52</b>

**MODULE 5**

<b>Personal safety</b>	<b>55</b>
<b>Task 17</b> Families are different	<b>56</b>
<b>Task 18</b> Safe at home	<b>58</b>
<b>Task 19</b> I protect myself in all kinds of weather	<b>60</b>
<b>Task 20</b> I protect myself and my family in difficult situations	<b>62</b>







## 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

### WHERE DO I BELONG?

#### Goal

The students understand that everybody is different and has unique characteristics.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Plenary session



#### Preparation

Paper; Pencil; Colouring pencils



#### Module 1

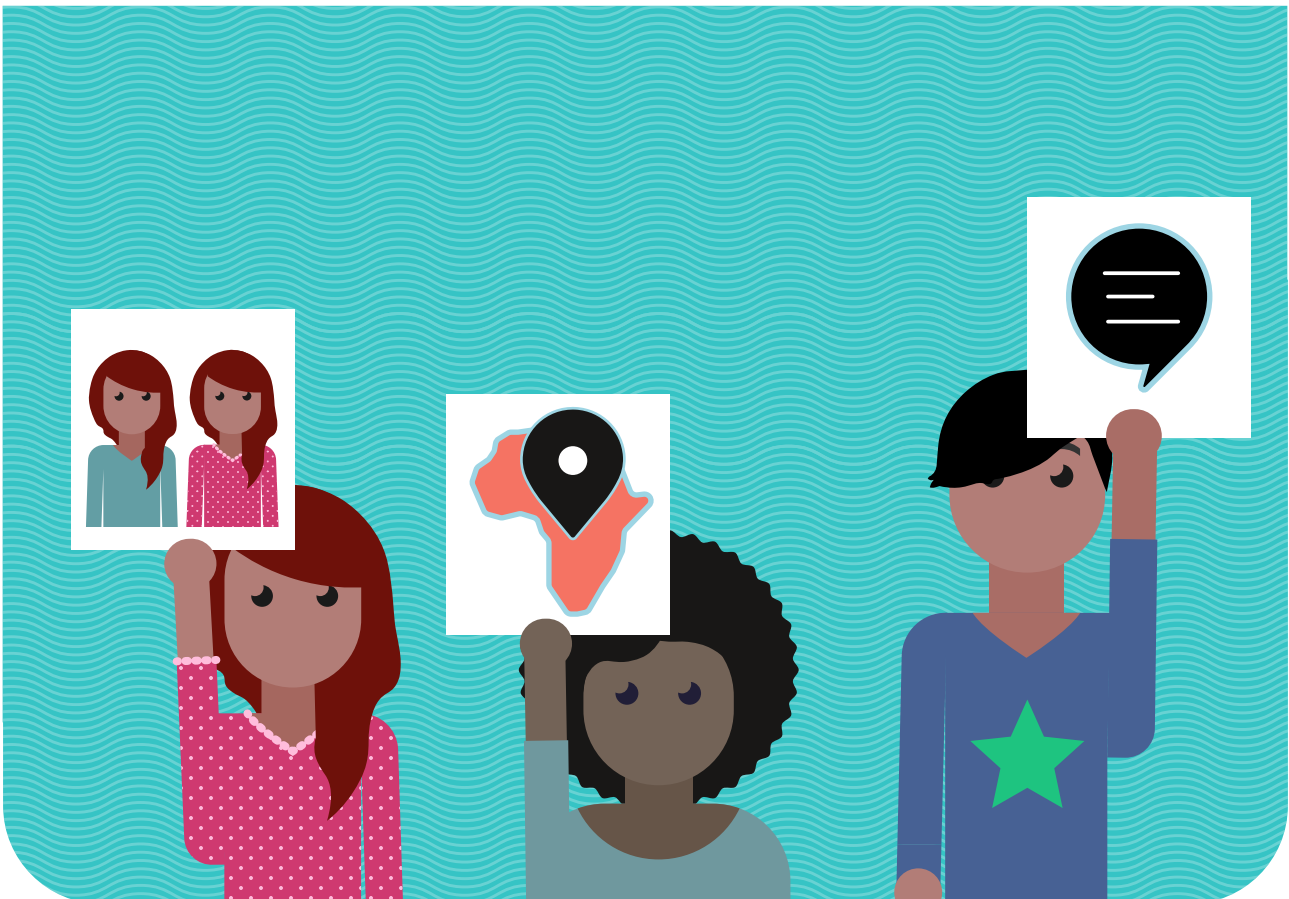
Self-knowledge and knowledge of others

#### LESSON DESCRIPTION

1. The teacher draws a line on the floor, marks it with coloured sticky tape or tells the children to imagine a line.
2. Every student stands on the line.
3. The teacher mentions different categories. The students stand on the line according to these categories. For example, for the category "tallest to shortest", the students start to line up according to size. The tallest stands on one end of the line, the smallest at the other end.
4. The teacher continues with new criteria:
  - biggest foot to smallest foot
  - oldest student to youngest student
  - longest hair to shortest hair
  - many siblings to no siblings
  - etc.
5. The students can also come up with their own suggestions for criteria.
6. The students sit down again.
7. The teacher introduces the concept of diversity. Everyone should think of one thing that makes them different from the group (e.g. being a twin, coming from Africa, speaking another language at home, etc.).
8. The children write down one sentence and make a drawing.
9. The class display the pictures in an exhibition in their classroom or school hallway.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 2

# HOW DO YOU FEEL TODAY?

### Goal

The students talk about their feelings and become aware of the feelings of others. They understand that feelings and body symptoms can be a sign of danger.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Group work



### Preparation

Picture of child comforting another child; Template of a clock; Colouring pencils; Scissors; Pins to fasten the clock hand to the clock



### Module 1

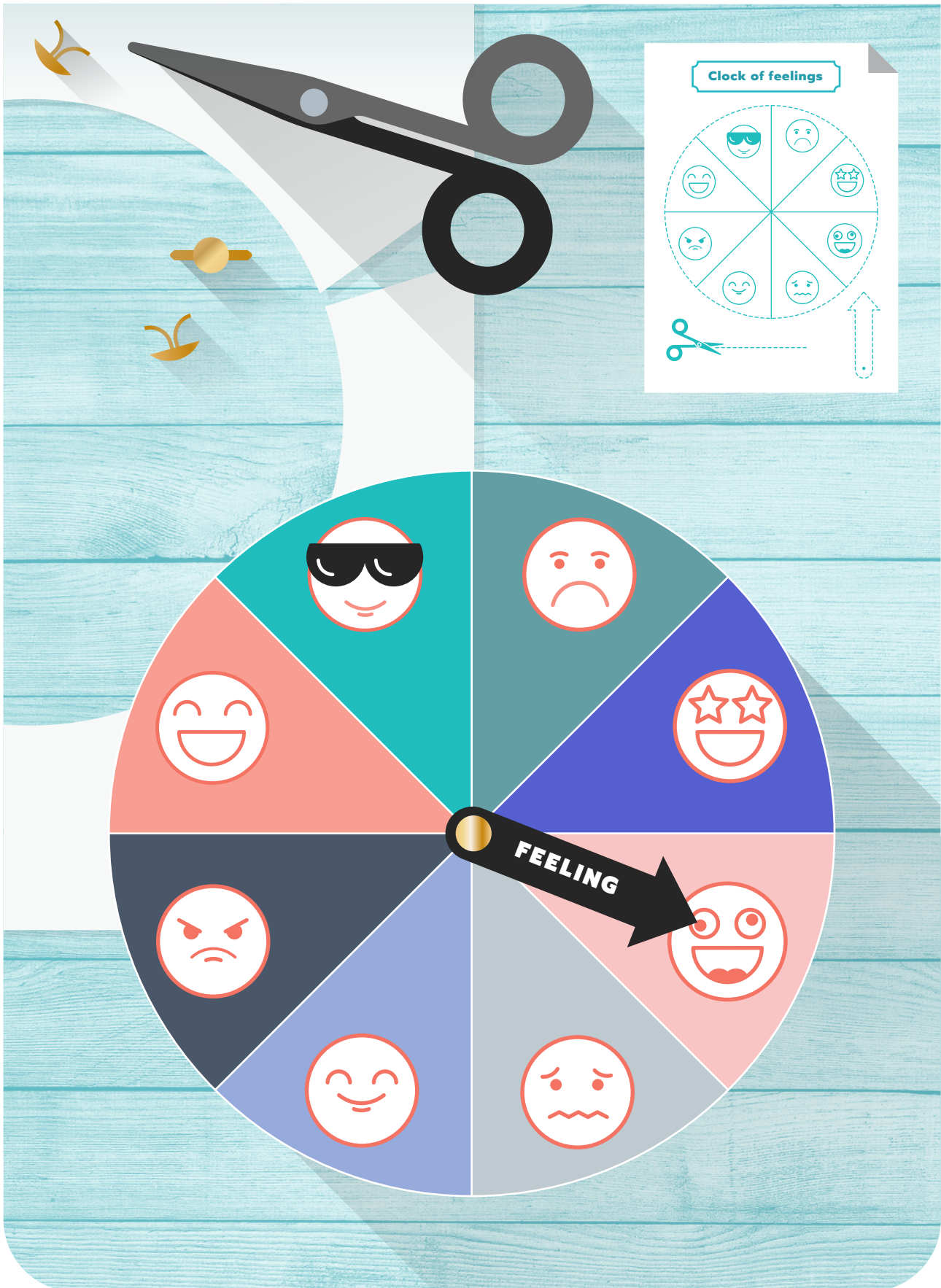
Self-knowledge and knowledge of others

### LESSON DESCRIPTION

1. The teacher shows the picture of a child comforting another child and discusses it with the children.
2. The teacher introduces the clock of feelings (see material for students).
3. With the help of the clock, the teacher tells the children how he or she feels today. He or she includes a variety of feelings and moves the hand of the clock while talking: "Today I am happy because the weather is nice and because I can see you all today. I like my job and I like teaching you. I am a bit sad because my brother lives far away."
4. The children go up to the teacher, move the hand of the clock and say how they feel.
5. The students make their own clock and colour the different emotions with their preferred colours, (e.g. yellow is happiness, grey is sadness, etc.) individually.
6. Pair work: One child points to a feeling on the clock and the other one makes a sentence with it.
7. The students sit in a circle. A discussion takes place about the connection between feelings and body symptoms. The children give examples (e.g. excited – funny feeling in stomach, etc.). The teacher points out that bad feelings can also mean that something is wrong and that talking to a trusted person could help.
8. Calming game: Guess how I feel? The class is standing in a circle. The teacher whispers a feeling into a child's ear. The child mimes the feeling and the others have to guess what it is. Then it is another child's turn.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 3

# MY FINGERS MAKE ME SPECIAL

### Goal

The students understand that everybody is different and that their fingerprints are unique. They understand that everyone has rights but also responsibilities.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary session



### Preparation

Paper; Inkpad; Paints



### Module 1

Self-knowledge and knowledge of others

### LESSON DESCRIPTION

1. The teacher prepares an inkpad or paints to paint fingers.
2. The children print their fingerprints (see materials for students).
3. The teacher explains the uniqueness of fingerprints: No one else in the world has exactly the same fingerprints!
4. When the students have finished, they leave their booklet open at their desk.
5. All students walk around and look at the fingerprints of others. The teacher's task is to point out the differences in the fingerprints.
6. The students sit in a circle. The teacher starts a final discussion about the uniqueness of everyone and that every person has rights but also responsibilities. Examples of rights and responsibilities of children are shared.

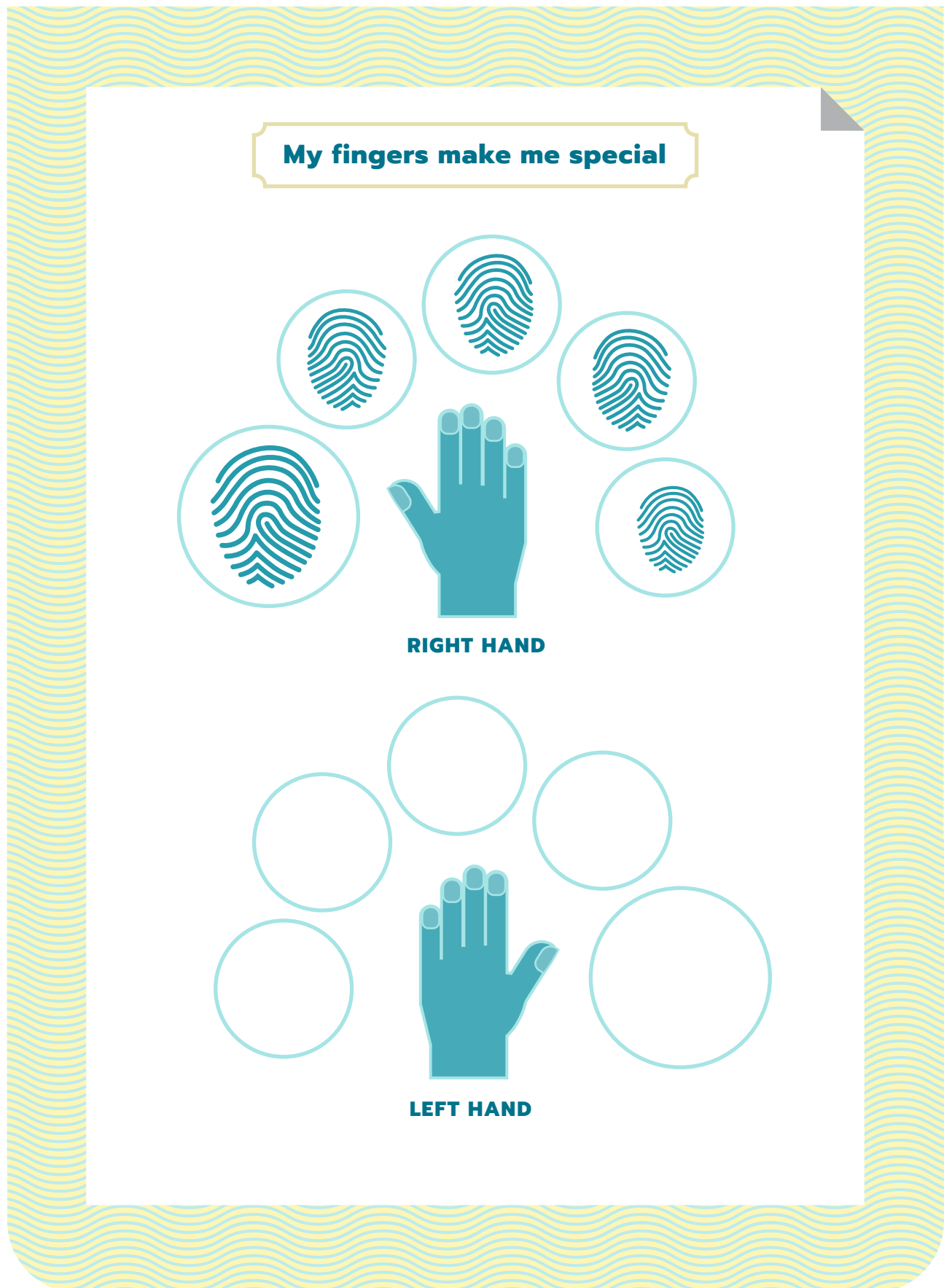
### Variation

If there is time and paper left, students could make prints of their feet. Afterwards, they would have to wash their feet again. To finish off, students can look at one another's footprints. It is the teacher's task to talk about the differences. The children see if they can "read" pictures in the prints. Some lines might look like a spider's web, some might look like railway tracks, some might look like a snail's house or a maze, etc.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 4

# WE ARE ALL THE SAME WE ARE DIFFERENT

### Goal

The students reflect on the uniqueness of every individual but understand that together they form a community. They understand that in their class, all children have rights and responsibilities.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary session



### Preparation

Paper; Scissors; Sticky tape



### Module 1

Self-knowledge and knowledge of others

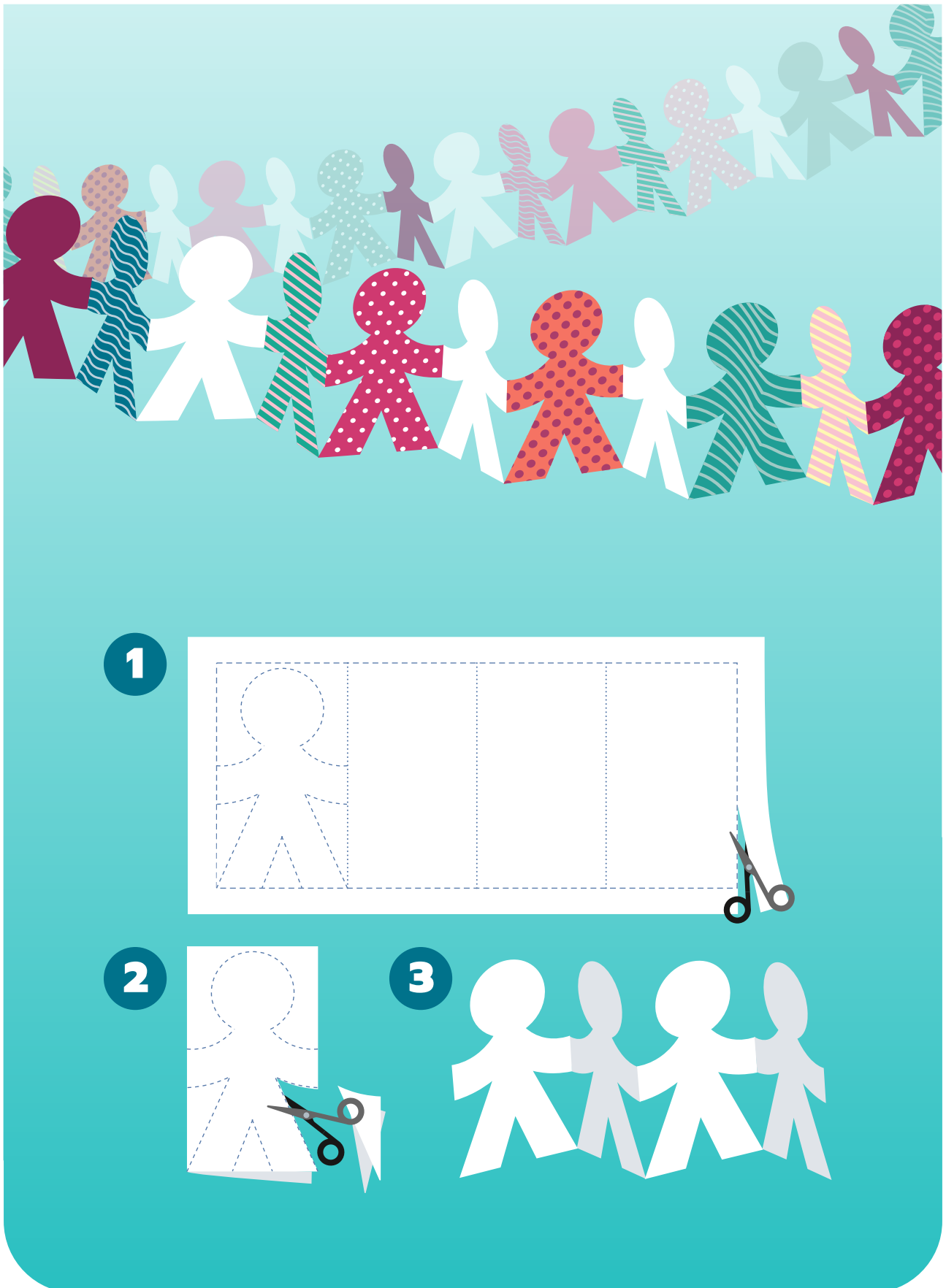
### LESSON DESCRIPTION

1. Activating game "Thunderstorm": Everybody stands in a circle and is quiet. The teacher makes the sounds of an approaching thunderstorm. The child to her left must imitate the sound, which then wanders from child to child until it reaches the teacher again. The teacher accompanies the sounds with the description of an approaching thunderstorm (e.g. "rub your hands, snap your fingers for raindrops, slap your thighs for rain, stomp your feet for thunder"). The thunderstorm has now reached its climax and is slowly fading. You do the sound sequence backwards until the sun shines again.
2. Then, the teacher introduces the task. The children will produce a "paper people chain" (see materials for students) in twos. The teacher demonstrates how it is done.
3. The children make the "paper people chain" and colour it in (one child from each end).
4. The chains are all placed on a table or stuck to the blackboard for everybody to see. The teacher addresses the fact that all children are different but they belong together.
5. Together they brainstorm about the rights and responsibilities that all children have in class. The teacher writes them down on a big poster. All children sign the poster.
6. Calming game "Who is it?": Everybody is standing in a circle. The teacher starts describing a child, e.g. "I see someone who has brown hair, is wearing a red pullover and white shoes". The child who has been described is next and describes another child.



**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

### HOW I FEEL WHEN...

#### Goal

The students reflect on their feelings in different situations and reflect on the appropriate behaviour.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Plenary session



#### Preparation

Template with different feelings;  
Pencils; Colouring pencils



#### Module 2

Ensuring quality of life

#### LESSON DESCRIPTION

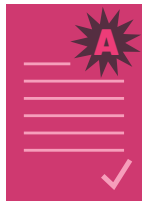
1. Activating game: Song "If You're Happy" (exists in most languages, can be found on Youtube).
2. The students sit at their desks.
3. The teacher writes down sentences on the board or asks them to read the sentences on their worksheet (see next page).
4. The teacher asks the students to imagine what the face looks like for each situation.
5. They draw a face to match each situation.
6. After everybody has finished, the teacher draws empty faces on the board or on a piece of paper. The teacher asks the students for their answers.
7. They raise their hands if they want to draw the face in front of the class on the blackboard or if they want to show the face they have drawn in their booklet to everybody.
8. The students imitate the face that was drawn in front of the class and let the class imitate it too.
9. The students sit in a circle. They discuss different situations where feelings are shown and situations where emotions have to be expressed differently (e.g. when you receive a present you do not like, when somebody teases you in class, etc.).
10. Calming game: Sing the song again.

**MATERIALS FOR THE STUDENTS**

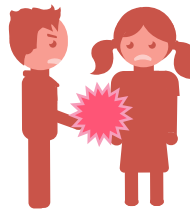
On blackboard/projector/worksheet

**How I feel, when...**

I have done a good job  
in school.



I am pushed  
by another kid.



I get into trouble  
for something I didn't do.



I receive a present.



I hurt myself.



I have to walk alone  
through a dark street.





## TASK 6

### MY GROUP OF PEOPLE IS HAPPY WHEN...

#### Goal

The students reflect about feelings within their family or peer group and how different family members or peer group members react in different situations.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary session



#### Preparation

Template for table; Pencils



#### Module 2

Ensuring quality of life

#### LESSON DESCRIPTION

1. The following task can be done in school or can be given as a homework.
2. The students sit in a circle. The teacher repeats the topic of feelings and asks the students to repeat some of the feelings they have already encountered.
3. The students share their different feelings in different situations. They give examples for the situations.
4. The teacher introduces the task and shows the table to the students (or makes the students copy down the table from the board).
5. The teacher asks the students to think about their family members or their friends.
6. They complete the table at their desk or take it home and ask their family members or friends.
7. They record the answers on the sheet.
8. The teacher reminds the students that if they ask their family members or friends they also have to thank them for the interview.
9. When the table is finished, the students discuss the answers in the plenary with the teacher. It is important to realise that people react differently in different situations and that feelings are also unique to a person. It is important for the students to understand that sometimes putting oneself into the shoes of the other person can help understand him/her. Depending on the group dynamics, a small statistical overview can be made (e.g. columns for each question).



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

**My Group of people**

brother  
father  
friend 2  
sister  
grandmother  
uncle  
other important person  
aunt  
friend 1  
mother  
grandfather

My grandmother is happy when I have time for her.  
 My \_\_\_\_\_ is sad when \_\_\_\_\_  
 My \_\_\_\_\_ is angry when \_\_\_\_\_  
 My \_\_\_\_\_ is lonely when \_\_\_\_\_  
 My \_\_\_\_\_ is relaxed when \_\_\_\_\_  
 My \_\_\_\_\_ is sad when \_\_\_\_\_  
 My \_\_\_\_\_ is frightened when \_\_\_\_\_



## TASK 7

### I PLAY WITH MY FRIENDS

#### Goal

The students think about their favourite games and reflect on the issue of gender (girls' and boys' games).



#### Time needed

45 minutes



#### Social settings

- Individual work
- Group work



#### Preparation

Worksheet; Pencils; Colouring pencils



#### Module 2

Ensuring quality of life

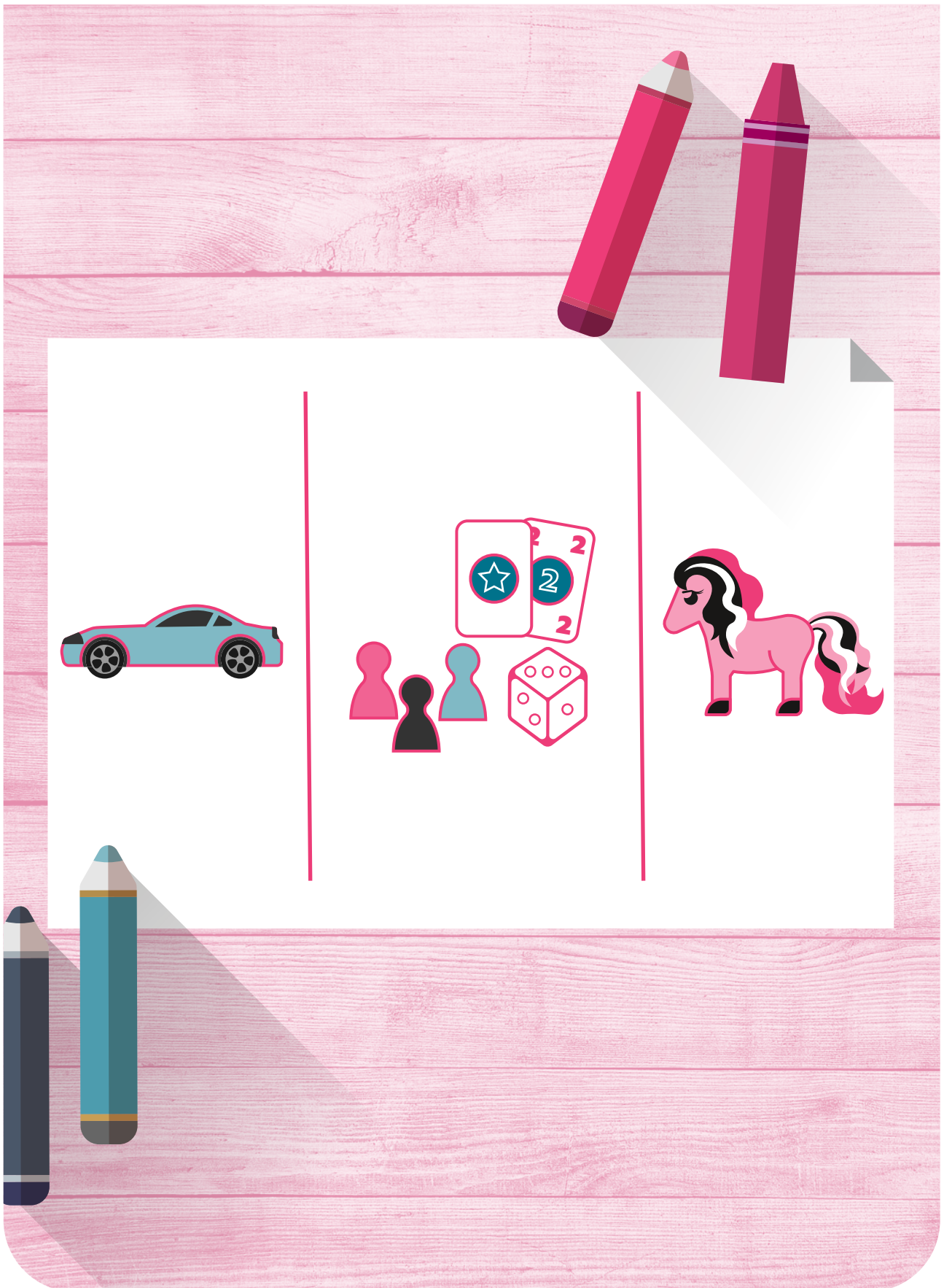
#### LESSON DESCRIPTION

1. The students sit in a circle. The teacher introduces the topic of games. In a short discussion he or she asks the students what kind of games they usually play. He or she asks the students whether there are typical boys' or typical girls' games or if children can play any game.
2. The students return to their desks. They draw a picture of their favourite toy or game in the middle of a sheet of paper.
3. On the left-hand side of their favourite toy or game, they draw a typical boy's game or toy.
4. On the right-hand side, they draw a typical girl's game or toy.
5. Then, they reflect on this question: "Which side does your toy or game belong to? Is it a girl's or a boy's toy or game?" The students think about this question.
6. They form groups of four and talk about their results.
7. The students return to the circle. In a final discussion, they talk about the question of whether this could also be vice-versa? (e.g. "Could a girls' game be a boys' game? If no – why not?"). It is the teacher's task to steer this discussion towards the issue of gender equity and openness.
8. The lesson ends with the task for the students to consciously play a different game during today's breaks.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 8

# I TAKE CARE OF IMPORTANT AND PRECIOUS THINGS

### Goal

The students reflect on the importance of different things that are precious to them and to mankind in general. They understand that they need to take care of them.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary session



### Preparation

Pictures of different precious things (e.g. nature, personal belongings, etc.); Template of treasure box



### Module 2

Ensuring quality of life

### LESSON DESCRIPTION

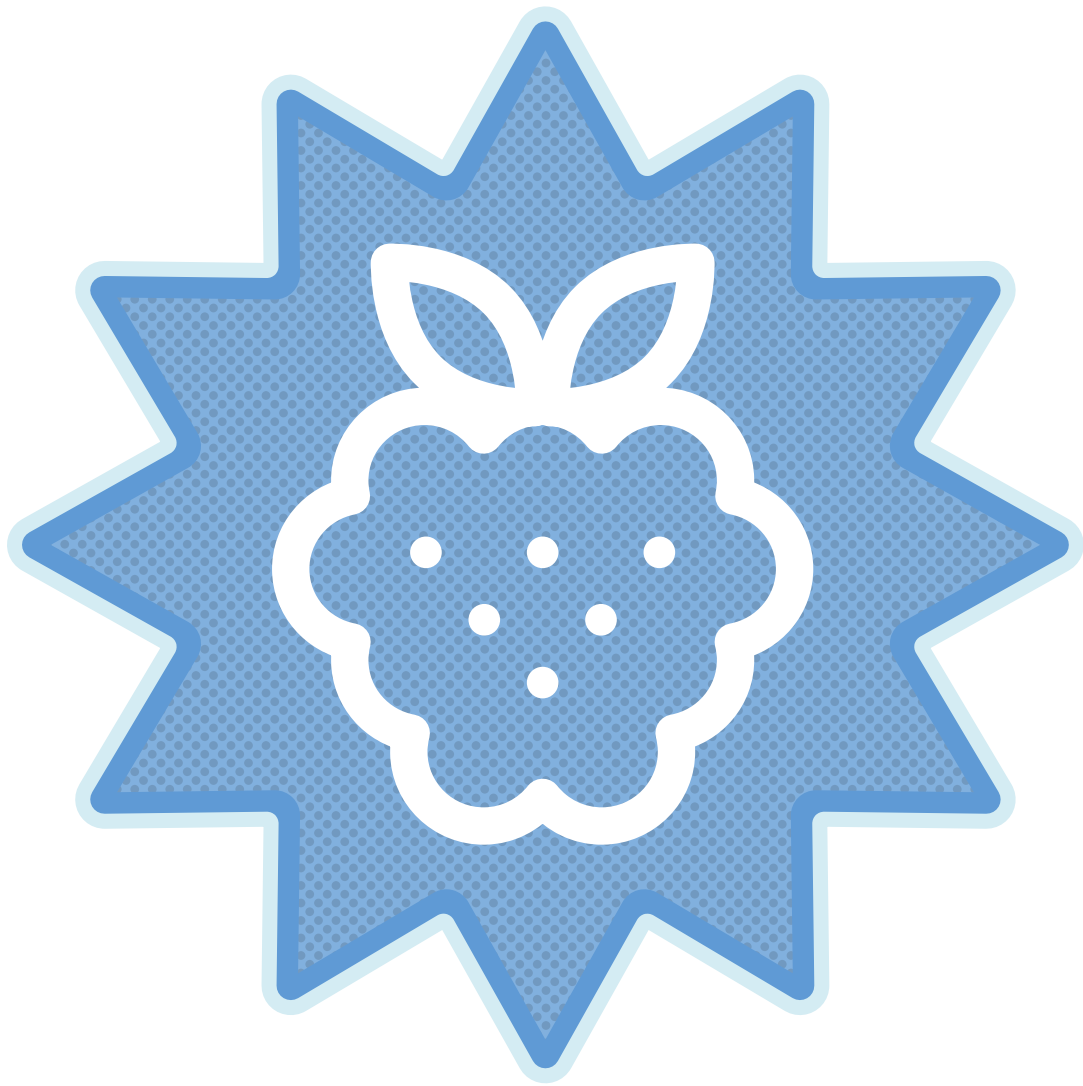
1. The students sit in a circle. The teacher places different pictures of precious things on the floor.
2. The teacher starts a discussion about what the children can see and what these things mean to them. They talk about why these things are precious and for what reasons (e.g. because they were expensive, because they are connected with memories, because they cannot be easily replaced if they are gone, like special things from nature, etc.).
3. The students return to their desks and think about their own precious things. They put them into their personal treasure box. This could be a drawing, using the template or a real box (e.g. a cardboard box). If they use a real box, they draw their precious things on paper, colour them in and cut them out.
4. It is important for the teacher to get the students to understand that not only individual goods (personal belongings) are precious but also common goods (natural resources like water, forests, clean environment, etc.).
5. When the students have finished their treasure boxes they can display them in the classroom, either by putting the pictures up on the wall or by making a treasure box exhibition.

**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

# THE THINGS I LIKE THAT MAKE ME HEALTHY

### Goal

The students reflect on the things they like that make them healthy and realise the importance of a healthy lifestyle.



### Time needed

45 minutes



### Social settings

- Individual work
- Plenary session



### Preparation

Big piece of paper/poster; Colouring pencils; Pencils; Sheet for personal frame or template



### Module 3

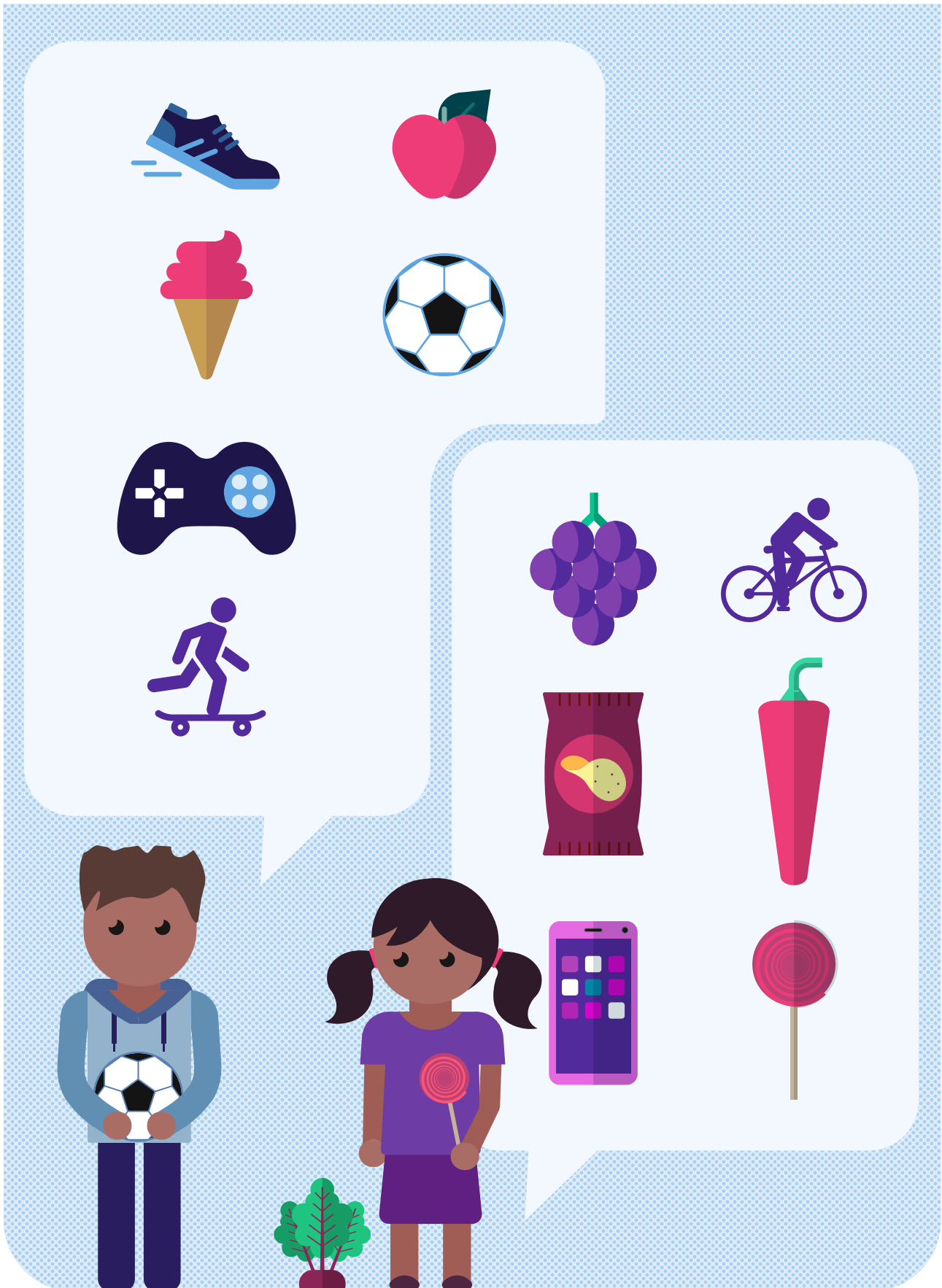
Healthy lifestyles

### LESSON DESCRIPTION

1. The students sit in a circle. The teacher places a poster in the middle. The students think about all the things they like. They write and/or draw them on the poster.
2. The teacher helps with reading all the ideas. He or she poses the next question: "Which of these things make you healthy?" The students now circle the ones that make them healthy.
3. Together they try to find more examples of activities or things that the students like and that also keep them healthy. It is important that they understand the difference between things and activities.
4. The students return to their desks. They draw or write down own personal preferences in the empty space inside the frame. If they do not use the template, they draw it.
5. They can also colour them in or underline the ones that they like particularly.
6. When they have finished, they put their sheets in the middle of the classroom (on the floor or on a desk).
7. When the children are ready, they walk around and guess which one belongs to whom.
8. They return to the circle again and check whether they have guessed correctly. The teacher now repeats the difference between things (e.g. fruits) and activities (e.g. football, gymnastics, walking to school, etc.).
9. The students then choose things they can and would like to do by tomorrow and plan when and how they will do them.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 10

### MY FAVOURITE FOOD. DOES IT ALSO MAKE ME HEALTHY?

#### Goal

The students reflect on their favourite food and analyse whether it is healthy. They understand that they can influence their health through the food they eat.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary session



#### Preparation

Template for daily food; Colouring pencils; Different kinds of food



#### Module 3

Healthy lifestyles

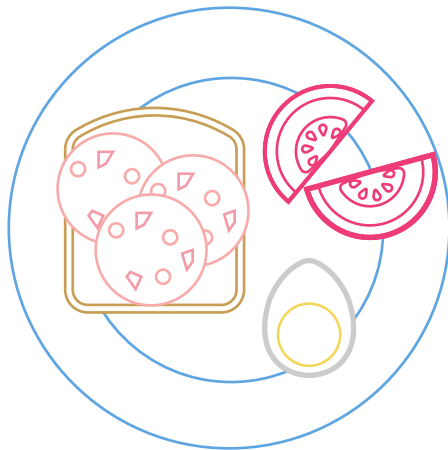
#### LESSON DESCRIPTION

1. The students sit in a circle around a bigger table.
2. The teacher puts different kinds of food on the table in the middle (healthy and unhealthy food, e.g. bread, vegetables, fruit, dairy products, chips, sausages, etc.). Together with the students they name the different items.
3. The students then discuss which food they like and which they do not like. In the next step, the teacher steers the discussion towards the question of which kind of food is healthy and which is not. The students contribute and answer questions.
4. The students return to their desks. They think about their favourite food: for breakfast, for lunch, for dinner and as a snack.
5. They draw their favourite foods on the template or on an empty sheet. If they do not eat four times a day, they can draw what they would like to have. They colour in and/or label the meals.
6. They also point out whether their favourite food is healthy or not. With the help of the teacher they try to find a healthy food they also like which could be an alternative.
7. When they have finished, they bring back their favourite and healthy foods into the circle.



**MATERIALS FOR THE STUDENTS**

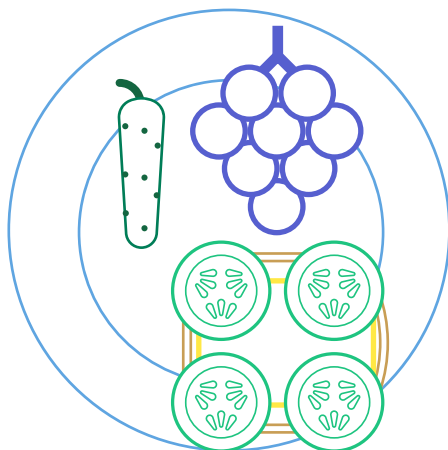
On blackboard/projector/worksheet

**My favourite food...**

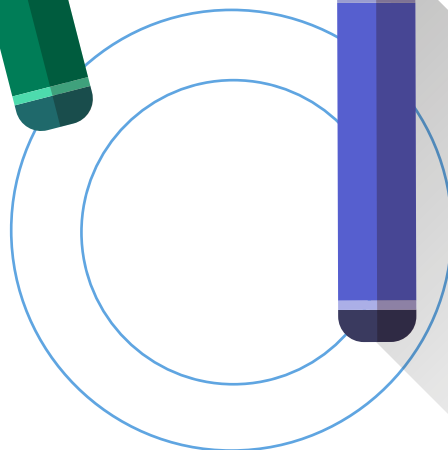
... for breakfast.



... for lunch.



... for a snack.



... for dinner.



## TASK 11

# HOW I KEEP MYSELF CLEAN AND HEALTHY

### Goal

The students understand that hygiene rituals are important for their health and especially for the prevention of contagious diseases. They internalise different hygiene rules.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary session



### Preparation

Poster of hygiene rules for COVID-19;  
Colouring pencils; Pencils



### Module 3

Healthy lifestyles

### LESSON DESCRIPTION

1. The students sit in a circle. The teacher places a poster with the different hygiene rules for preventing the spread of the COVID-19 virus (or other viruses) in the middle of the circle.
2. The teacher collects the reactions and might add some explanations.
3. The teacher repeats the main hygiene rules for the prevention of COVID-19 (washing hands regularly, sneezing and coughing into the armpit, social distancing, etc.). He or she lets the students act out the different rules.
4. The teacher now turns to other hygiene rules and asks the students: What other hygiene rules should you follow to keep you healthy? The teacher writes down the students' ideas on the board.
5. The students form pairs and create a poster with their personal hygiene rules. The teacher provides pictures from magazines or copies of symbols for hygiene rules. The students cut out pictures, make drawings and indicate next to it what has to be done and when (or how often).
6. When the posters are finished, they are displayed in the classroom.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 12

### SOME THINGS CAN BE DANGEROUS!

#### Goal

The students understand that some products can have dangerous effects. They understand that it is important to prevent their abuse. They know what to do in the case of misuse.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary session



#### Preparation

Dangerous objects; Cloth/towel;  
Colouring pencils; Paper



#### Module 3

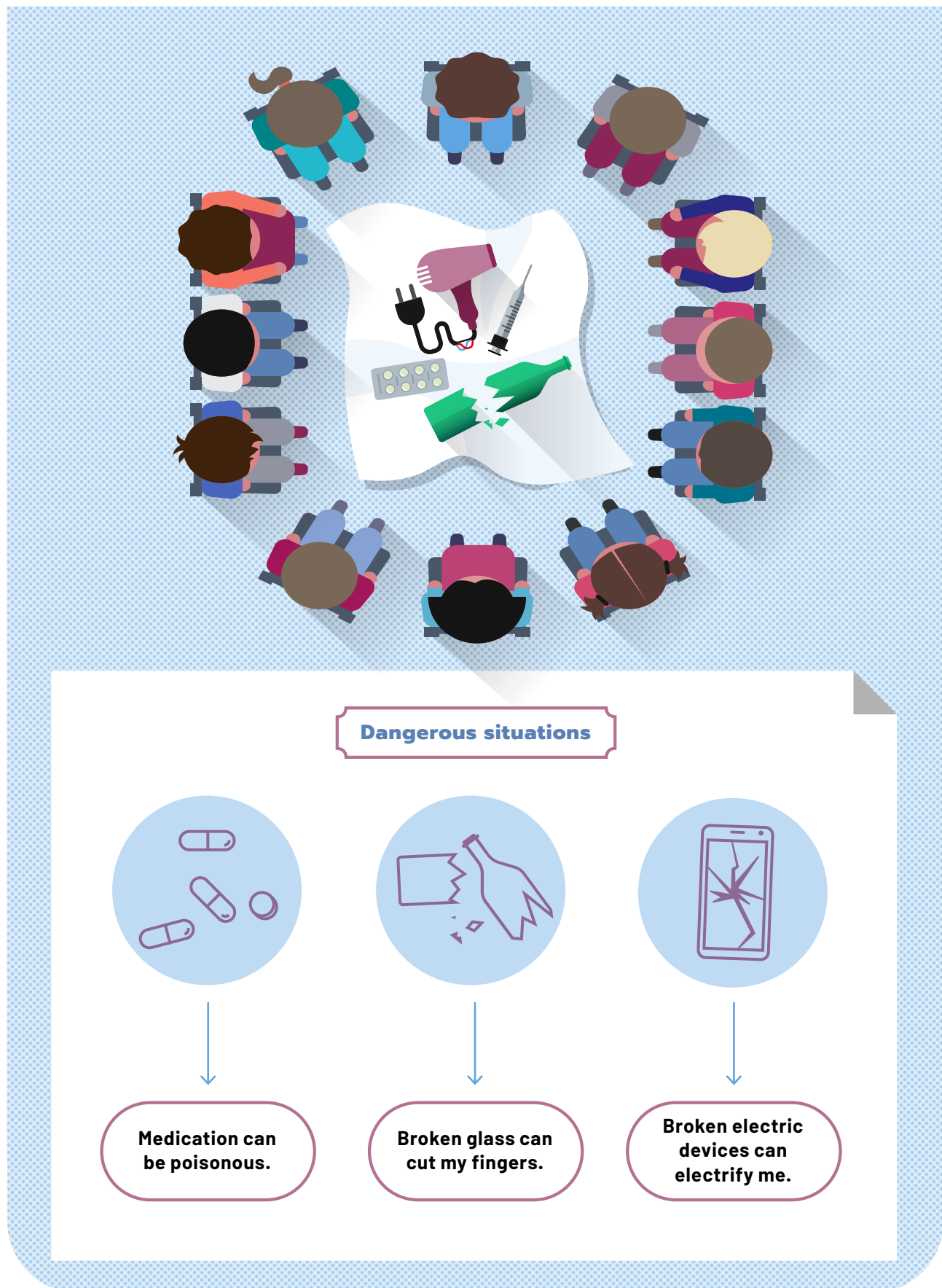
Healthy lifestyles

#### LESSON DESCRIPTION

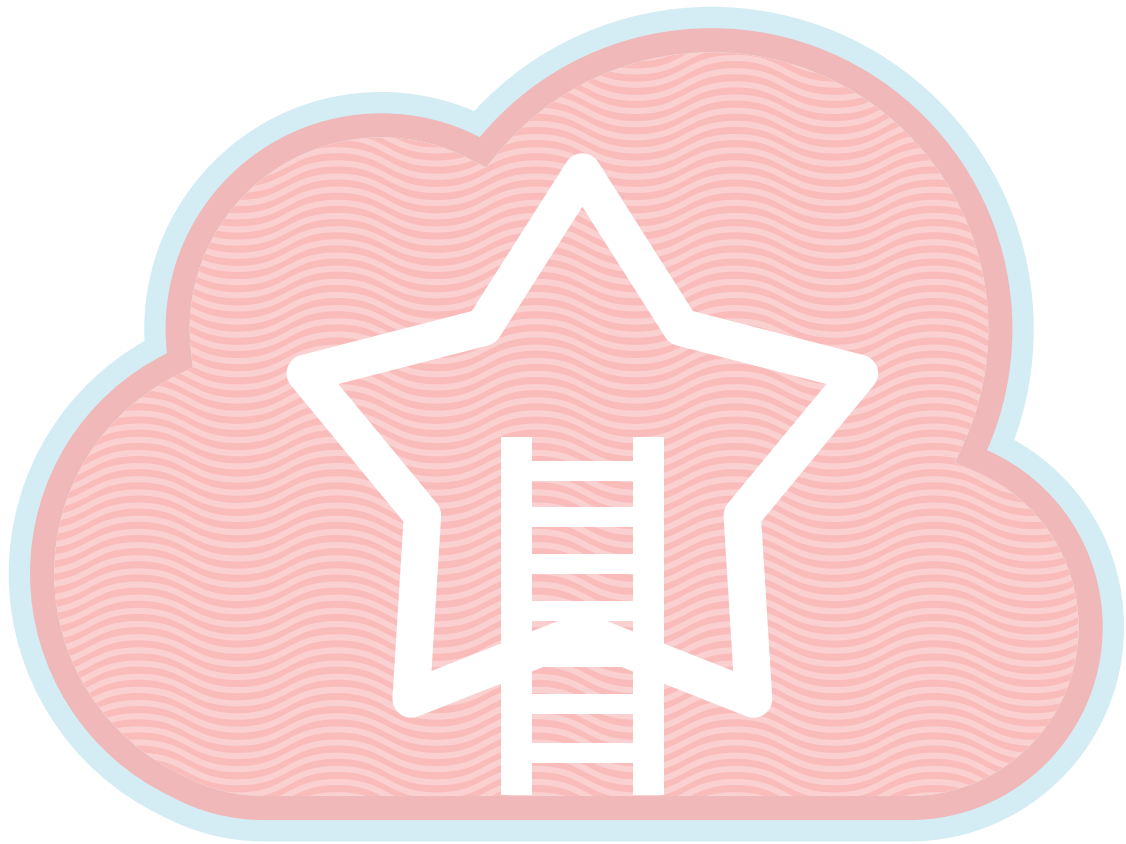
1. The students sit in a circle. The teacher explains that for this lesson it is very important that the students stick to the rules. The teacher places a cloth or a towel with different dangerous objects on it in the middle of the circle. He or she tells the children that they cannot touch them. These objects could be: a sharp knife, tablets, other kinds of medication, a syringe, electrical devices, broken glass, a razor, etc.
2. The teacher asks the children whether they know what these things are and what people do with them.
3. The teacher makes it clear that these objects can be very dangerous. He or she elicits the different dangerous situations that could arise.
4. The students go back to their desks. They draw the objects on a sheet of paper and design a key with arrows pointing to a correlating dangerous situation. The teacher helps them formulate full sentences (e.g. "broken glass can cut my fingers").
5. The teacher asks the students to form pairs. Together the students choose one situation and think about what they would do in this dangerous situation. They act out the situation.
6. All students return to the circle. The teacher calls out pairs to show their little role-play. To summarise, the teacher explains again what to do in an emergency: call emergency numbers (repeat the numbers), get help, etc. It is a good idea to display a poster with emergency numbers in the classroom.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet







## 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

### WHAT DID YOU SEE TODAY?

#### Goal

The students reflect on the things they have seen during their daily activities. They appreciate the little things and exercise their conscious perception.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Plenary session



#### Preparation

Template for list; Pencil, Colouring pencils



#### Module 4

Designing personal careers and developing entrepreneurial mindsets

#### LESSON DESCRIPTION

1. The teacher gathers all students in a circle and tells them a story about what he or she has already done today. The teacher tries to be as precise as possible and outlines the things he or she has seen during these activities.
2. The students now think about their day so far. They also think of both things: "What have I done and what have I seen during these activities?" The teacher can give examples: "What did you see when you got up? What did you see when you walked to school? How long is your list?"
3. They write down their activities and what they have seen. They can also draw them.
4. When the students have finished, they come back into the circle with their lists.
5. The students share their stories with the class. As a final remark the teacher points out that it is important to notice the little things during the day and to keep your eyes open.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 14

# THE POWER OF MY BODY

### Goal

The students become aware of the many things different parts of the body can do.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary session



### Preparation

Different cards with pictures and/or words of body parts; Pencil; Colouring pencils



### Module 4

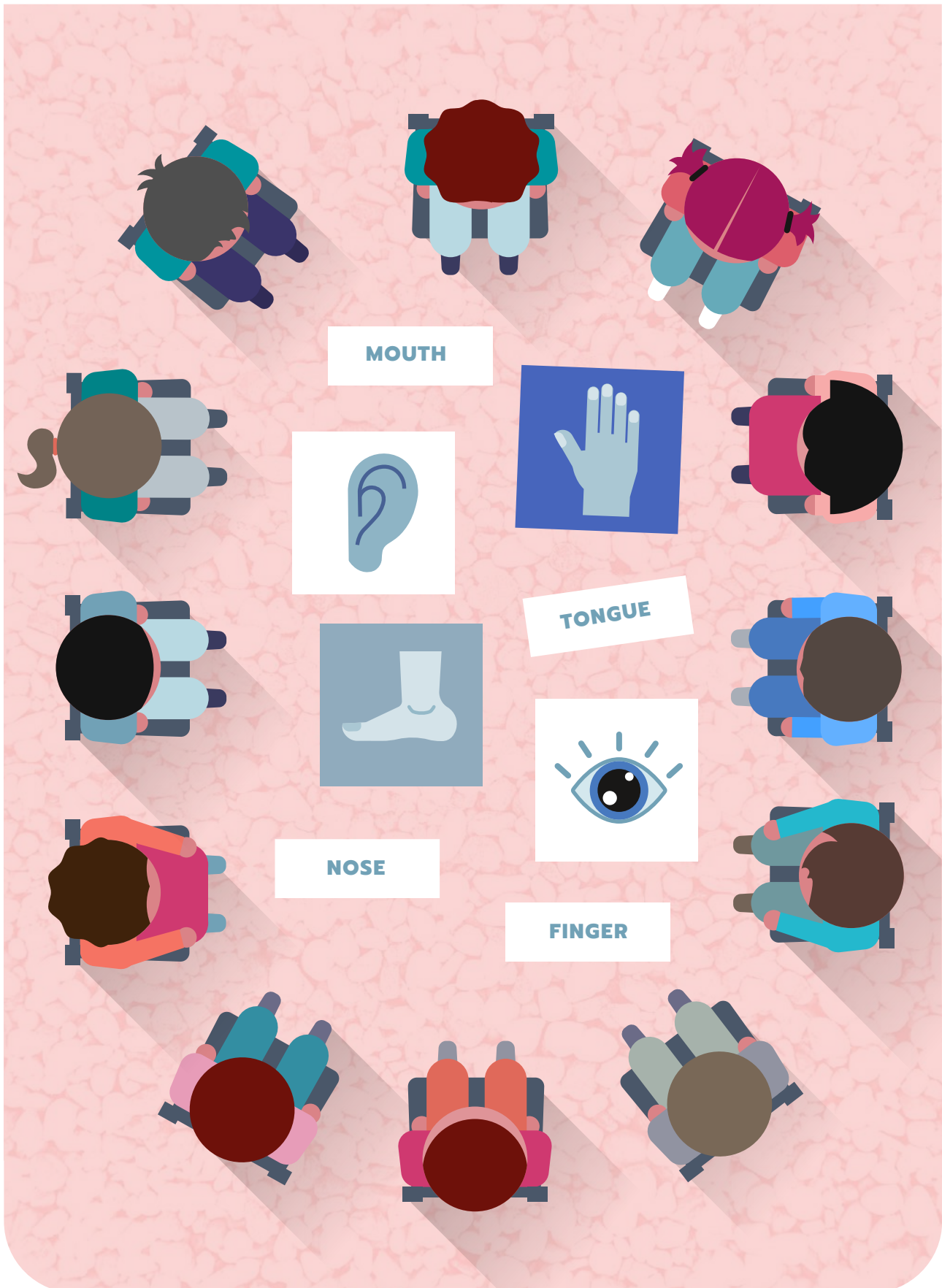
Designing personal careers and developing entrepreneurial mindsets

### LESSON DESCRIPTION

1. The students sit in a circle. The teacher lays out different cards with pictures and words of body parts.
2. The teacher introduces the task: "Choose a body part and think about what this body part can do". The teacher gives one example. The example consists of realistic and "normal" things that the body part usually does and also funny and creative activities or movements that are not usual for this body part.
3. The students choose a body part and return to their desks. They take a piece of paper and write down all the things that this body part can do. They can also draw them.
4. When they have finished the students walk around the room and compare their results with their classmates. Do they have similar ideas? The students circle the ones that are the same.
5. The students return to the circle. The teacher asks some students who chose different body parts for their results.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 15

### WHAT DO I DO WITH MY MONEY?

#### Goal

The students analyse how they handle money. They differentiate between needs and wants.



#### Time needed

45 minutes



#### Social settings

- Pair work
- Group work
- Plenary session



#### Preparation

Pictures of different things representing needs and wants (e.g. needs: food, drink, clothes, shoes, etc.; Wants: phone, television, car, swimming-pool, etc.); Colouring pencils; Glue; Old magazines or papers



#### Module 4

Designing personal careers and developing entrepreneurial mindsets

#### LESSON DESCRIPTION

1. The students sit in a circle.
2. The teacher puts pictures of different items in the middle of the circle.
3. The students describe what they see. They name the objects.
4. Together, they discuss the difference between things that they need and that they want.
5. The students order them into two columns by placing them on the two sides of the circle.
6. As a next step, the students reflect on the question of how they would spend their money. They make suggestions according to the categories of needs and wants. They also discuss the question of what children can actually buy and how much money they usually have (e.g. money for sweets, small things, birthday money, etc.).
7. The students form pairs. In twos, they cut out pictures of needs and wants out of magazines and newspaper clippings.
8. They glue them onto a poster in two columns labelled "needs" and "wants".
9. Underneath they write down which things they would spend their money on.
10. They display their posters and look through the "exhibition" together.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet







## TASK 16

### MY FAMILY SKILLS

#### Goal

The students analyse different skills within their family and discover from whom and how they learned these skills.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Group work
- Plenary session



#### Preparation

Template (see materials for students); Wordcards with parts of the tree (e.g. trunk, leaves); Questions on handout or blackboard



#### Module 4

Designing personal careers and developing entrepreneurial mindsets

#### LESSON DESCRIPTION

1. The students sit in a circle. The teacher places word cards or a big sketch of a tree in the middle of the circle, to explain the concept of skills: he or she gives an example: the learned skill (crown of the tree), where it was learned (trunk) and from whom one learned it (roots).
2. The teacher asks some students to give their examples. If no one volunteers, the teacher gives another example.
3. The students then return to their desks and fill in three trees themselves.
4. When they have finished, the students choose one family member whom they have learned a skill from. This can be a general skill (e.g. organising something) or a specific work skill (e.g. painting, building a wall, calculating the price in a shop, repairing something). Family members can be: father, mother, grandparents, sister, brother, aunt, uncle, cousin, etc.
5. The students read the questions (template) or copy them down from the board.
6. As a headline, the students write down the name of the skill. At home they try to find a quiet place for an interview.
7. They record the answers on the answer sheet.
8. They thank the person for the interview.
9. The students bring back their sheets to school and discuss them together with the teacher.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

**My family skills**

**My skill is:**

**I learnt it from my:**

Where did you learn this skill? \_\_\_\_\_

What do you like about this skill? \_\_\_\_\_

What do you need for this skill? (tools, materials, ingredients)

\_\_\_\_\_

What is the most difficult thing about this skill? \_\_\_\_\_





**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

# FAMILIES ARE DIFFERENT

### Goal

The students reflect on their families and their characteristics without judging. They get to know different forms of families and think about the people they trust the most.



### Time needed

45 minutes



### Social settings

- Individual work
- Group work
- Plenary session



### Preparation

Template for family drawing;  
Pencils; Colouring pencils



### Module 5

Personal safety

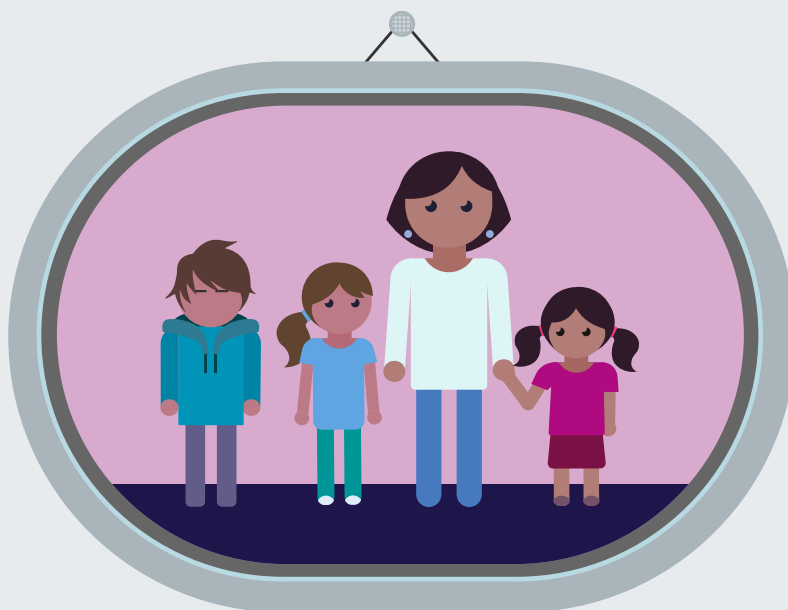
### LESSON DESCRIPTION

1. The students sit in a circle.
2. The teacher introduces the following task:  
"Now, all the children who ..."
  - have a sister or a brother ... please, stand up!"
  - have more sisters or brothers..."
  - live with father and mother..."
  - live with only the mother or the father..."
  - feel comfortable at home..."
  - do not live with father or mother but with someone else..."
  - would like to have a family themselves when they are grown up..."
3. After the students have followed these instructions, the teacher steers the discussion with the following questions: "Did you like this task? What was it like for you, if you were the only one standing in the circle?"
4. The teacher encourages the students to look at the words of family members (see materials for students). The students are given the task of deciding who belongs to their family and who does not.
5. The students make a drawing of their family and write down who is who.
6. In the next step they think about the people they trust.  
Who would they go to with a problem? Who can they share a secret with? Are there good and bad secrets? This discussion has to be led sensitively by the teacher.
7. The students show their work to their partner and compare their families.
8. It is important that the teacher guides this discussion to be a very open and sensitive one and makes it clear that families can have very different constellations, such as single parents, patchwork families, etc.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**mother; father; cousin; aunt;  
grandmother; uncle; godfather; godmother;  
great-grandfather; great-grandmother;  
sister; brother...**





## TASK 18

# SAFE AT HOME

### Goal

The students learn about safety at home and what to do in the case of an emergency.



### Time needed

45 minutes



### Social settings

- Individual work
- Plenary session



### Preparation

Drawing sheets; Colouring pencils; Pencils; Poster with emergency numbers



### Module 5

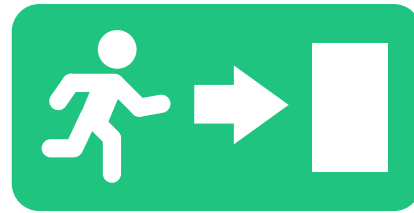
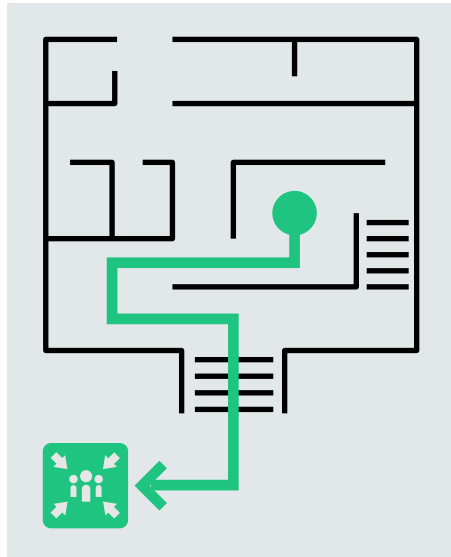
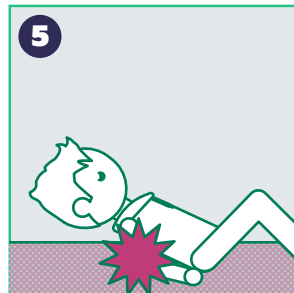
Personal safety

### LESSON DESCRIPTION

1. The students sit in a circle. The teacher tells a story of an accident or an emergency at home. It can be his or her own example or a fictional one.
2. The students also share their own stories of accidents or emergencies at home.
3. The teacher steers the discussion towards other possible dangers at home and discusses how to react and what to do. The concept of an evacuation plan is mentioned. The teacher shows the evacuation route of the school to the students. A repetition of emergency numbers takes place.
4. The students' task is to think of their own emergency story with a positive ending, either a real one or one which they invent. They will then create a comic strip.
5. The teacher might show some examples of comic strips. He or she explains that a comic consists of a series of pictures and speech bubbles. For this comic, the teacher suggests not using more than 6–8 pictures.
6. The students work individually with a sheet of paper, deciding whether they want to make a sketch first. The teacher coaches them.
7. When the comics are finished they are displayed in the classroom so everyone can see. The teacher might organise a final step (in the following lesson) where the students present their comics.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Evacuation plan****My accident story**



## TASK 19

# I PROTECT MYSELF IN ALL KINDS OF WEATHER

### Goal

The students understand the need for adequate protection in different weather situations.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary session



### Preparation

Different pieces of equipment for different weather; Colouring pencils; Pencils; Weather scenarios on small cards; Big (A3) sheets of paper; Glue



### Module 5

Personal safety

### LESSON DESCRIPTION

1. The students sit in a circle. In the middle of the circle the teacher puts different pieces of equipment (e.g. clothes – warm and cold, gloves, raincoat, umbrella, boots, suncream etc.).
2. The students name the different objects. The teacher starts a joint discussion about the different conditions in which to use them, and also elicits the reasons for using the different equipment (e.g. protection from cold, heat, sun, insects).
3. The teacher hands out a list of different equipment to the students or presents it on the board.
4. The students form pairs. Each pair receives a scenario card. In twos, the students think about which pieces of equipment they need to protect themselves. They stick the scenario card on a big piece of paper. Underneath, they write down the adequate equipment including the reasons why the items are needed.
5. On the bottom of the big sheet they make a drawing of themselves wearing the equipment.
6. In a final step, the children present the different scenarios to the class.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### IT IS WINTER.

*You are planning to play with your friends in the snow.*

### IT IS JULY.

*You are going on a trip to a lake. Maybe you can also swim there.*

### IT IS HIGH SUMMER.

*You are going on a bike trip. It looks like a thunderstorm will come later.*

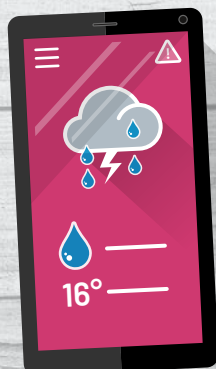
### YOUR SCHOOL IS HAVING A TRIP TODAY.

*The sun is out and it is rather warm. But the forecast has predicted rain.*

### THE WIND IS BLOWING.

*A friend has asked you to fly his kite with him.*

...



**TASK 20****I PROTECT MYSELF AND MY FAMILY  
IN DIFFICULT SITUATIONS****Goal**

The students understand that exceptional situations need special protection for their own safety and the safety of their families.

**Time needed**

45 minutes

**Social settings**

- Group work
- Plenary session

**Preparation**

Pictures of exceptional situations (e.g. coronavirus, earthquakes, floods, forest fires, etc.); Easy written materials about protection in these situations (or books, internet resources etc.); Colouring pencils; Pencils

**Module 5**

Personal safety

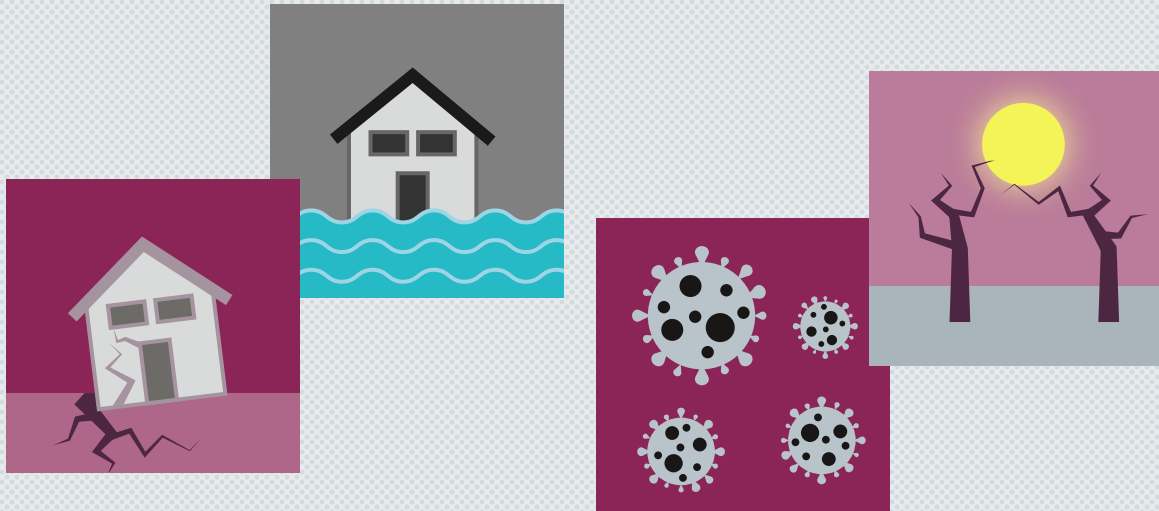
**LESSON DESCRIPTION**

1. The students sit in a circle. The teacher puts different pictures of exceptional situations in the middle of the circle.
2. The students name the situations. The teacher steers the discussion towards the question how one should protect oneself in each situation.
3. The students form groups of four. Each group chooses one situation (or the teacher assigns them).
4. The groups work on the situation. They read the text and collect the most important information from the text.
5. They make a poster, writing down the situation and how to protect oneself. The teacher coaches the groups.
6. The students come back into the circle. Each group presents their poster and explains the situation. The teacher may add comments and additional explanations.
7. They sum up the most important points: protect oneself, protect one's family, help others.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**FOREST FIRE**

*Forest fires develop in very hot seasons when it has not rained much. Only a small thing, like a cigarette that was thrown away, can cause a huge fire. Forest fires destroy the trees and make animals flee. It takes years until the forest has recovered.*

**PROTECTION**

*We do not light any fires or barbecue. No one should throw away cigarettes or make a fire in the woods. When there is a fire, we cover our nose and mouth. We go away from the fire.*