

3

**A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 3**



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

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

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



**Kanton Zürich
Gemeinnütziger Fonds**

Author

Rolf Gollob

Editors

Alexandra Smith

Francesca Agosti

Graphic design

Nadine Hugli

Published in 2021

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

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



All rights reserved. No part of this publication may be translated, reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission in writing from the Community Fund of the Canton Zurich – Department for Finances, who is the sole owner of the publication. This applies worldwide.

A TEACHER'S GUIDE TO PERSONAL DEVELOPMENT FOR GRADE 3

General Pedagogical Introduction	2
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
 A Teacher's Guide to Personal Development for Grade 3	 9
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 3" 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:

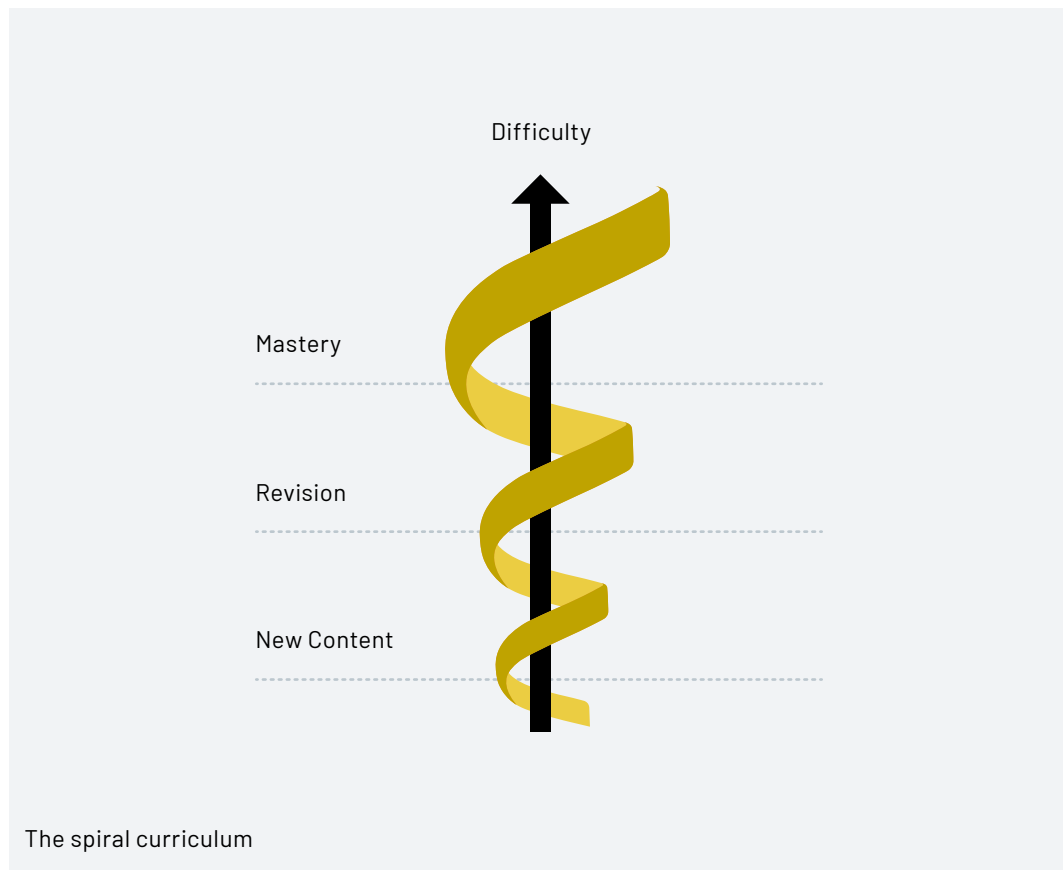
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility,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

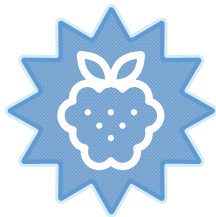
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 3

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

Module 1:

Self-knowledge and knowledge of others

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

- correlating achievements, potential and personal aspirations based on a proposed algorithm,
- applying emotional self-regulation strategies in various situations, including academic ones,
- drafting various conflict-solving algorithms, including negotiation, and
- identifying similarities and differences between passion and love for taking responsibility within relationships.

The topics covered here relate closely to feelings (task 1), accepting one's own emotions (task 2), dealing with conflicts (task 3), and the abuse of power by peers (task 4).

Module 2:

Ensuring quality of life

Specific competencies: Engaging autonomously in behaviour that places a value on self, others and the surrounding environment to ensure the development of personal resources. This includes:

- describing priorities associated with personal values and norms that are accepted by society and evidencing a differentiated approach to applying them,
- analysing possibilities for ensuring quality of life with respect to employment and self-esteem, and
- designing one's own quality of life, based on priorities, resources and self-esteem.

The topics covered here relate to time management (task 5), the development of information technology (task 6), understanding the positive side of making mistakes and learning from them (task 7), and a creative way to reuse waste (task 8).

Module 3:**Healthy lifestyles**

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

- collecting and selecting information regarding the components of a healthy lifestyle, expressing openness and respect,
- accepting body changes during adolescence, complying with one's own needs,
- assessing the risks of drug consumption and the effects of environmental pollution on health, assuming responsibility regarding personal protection, and
- demonstrating responsible behaviour regarding one's own and others' state of health, showing initiative in critical situations concerning health.

The topics covered here relate to personal hygiene routines (task 9), the importance of one's own body (tasks 9 and 10), the importance of movement (task 11), and the importance of keeping the most important routines for hygiene (task 12).

Module 4:**Designing personal careers and developing entrepreneurial mindsets**

Specific competencies: Demonstrating personal autonomy in determining school and/or professional paths from the perspective of capitalising on personal potential and the opportunities of the labour market. This includes:

- discovering education and vocational opportunities from the perspective of self-knowledge and labour-market knowledge,
- making decisions regarding educational and professional paths based on attitudes and values, and
- identifying individual potential with regards to launching entrepreneurial initiatives and activities in different professional areas of the community.

The topics covered here include developing a personal skill profile (task 13), observing professionals at work (task 14), understanding the pros and cons of cooperation (task 15), and matching peers to certain skills and possible professions (task 16).

Module 5:**Personal safety**

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

- gathering information on potential dangers of natural origin, valuing one's intellectual skills,
- spreading regulatory behavioural recommendations in the case of personal and national safety threats, showing responsibility and care of self and others,
- respecting precautions set out in regulatory acts in order to avoid aggression in an online environment, showing cautious and non-violent behaviour, and
- manifesting responsible behaviour in various circumstances, such as daily, risky or exceptional situations, complying with regulations and showing responsibility for one's own and others' welfare.

The topics covered here include looking at real dangers in public (task 17), promoting rules to prevent electrical accidents, (task 18), analysing computer games and age limits (task 19), and understanding oneself better (task 20).

MODULE 1

Self-knowledge and knowledge of others	15
Task 1 My feelings, your feelings	16
Task 2 My happy page and my sad page	18
Task 3 How I deal with a fight	20
Task 4 Abuse by peers. Bullying?	22

MODULE 2

Ensuring quality of life	25
Task 5 My spare time is precious	26
Task 6 Ways of gathering information	28
Task 7 Mistakes are human – learning from them too	30
Task 8 Resources to be careful with	32

MODULE 3

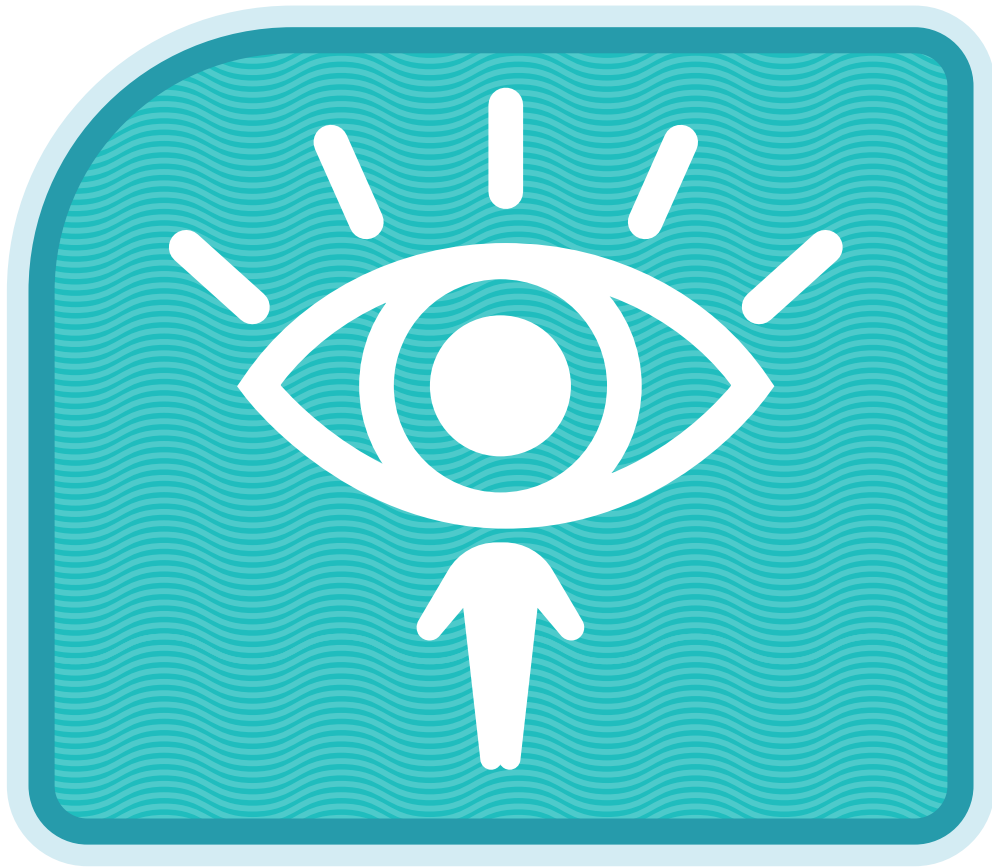
Healthy lifestyles	35
Task 9 Personal hygiene	36
Task 10 Nutrition is more than just food	38
Task 11 Active rest – the brain says “thank you!”	40
Task 12 Sports and health	42

MODULE 4

Designing personal careers and developing entrepreneurial mindsets	45
Task 13 My skill star	46
Task 14 Every job is important	48
Task 15 Sometimes alone – sometimes in a team	50
Task 16 Who is the right one for this job?	52

MODULE 5

Personal safety	55
Task 17 Keeping safe in public places	56
Task 18 Electricity is both important and dangerous	58
Task 19 Online safety	60
Task 20 Everybody needs roots and wings to feel safe	62



MODULE 1

SELF-KNOWLEDGE AND KNOWLEDGE OF OTHERS

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



TASK 1

MY FEELINGS YOUR FEELINGS

Goal

The students introduce themselves and develop a social and physical space with the peers. They build up self-confidence and get to know the personalities behind names of their peers.



Time needed

45 minutes



Social settings

- Pair work
- Plenary session



Preparation

Space to walk around in the classroom or outside if it is warm; Handout for students (see materials for students).



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

1. The students take their handout (see materials for students) and walk around the room. After a while, the teacher tells them to stop. Then the students standing closest to each other ask each other questions from the handout.
2. They write down the answers in the table. They can also do a drawing. They should not forget to write down the name of the peer they have asked.
3. The peer will also ask one of the questions.
4. When finished, they sit in a circle (in smaller groups or in a plenary) and share the information they have gathered: "What was surprising? What did you learn about yourself? Which question was not so easy to answer? Why?"


Variation

If you know the song "If You're Happy and You Know It", you can sing it here. It fits in very well with the topic and gets the children to move a little. If you have an Internet connection available, you can learn the song on YouTube.

**MATERIALS FOR THE STUDENTS**


On blackboard/projector/worksheet

My feelings – your feelings




I feel happy when ...

Name:




I feel sad when ...

Name:




I feel angry when ...

Name:




I feel lonely when ...

Name:




I feel excited when ...

Name:



I feel frightened when ...

Name:



I feel relaxed when ...

Name:

...

Name:



TASK 2

MY HAPPY PAGE AND MY SAD PAGE

Goal

The students learn to express their emotions and try to find solutions to deal with them and to work on desirable behaviours.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Handout (see materials for students);
Enough space to move around;
Colouring pencils



Module 1

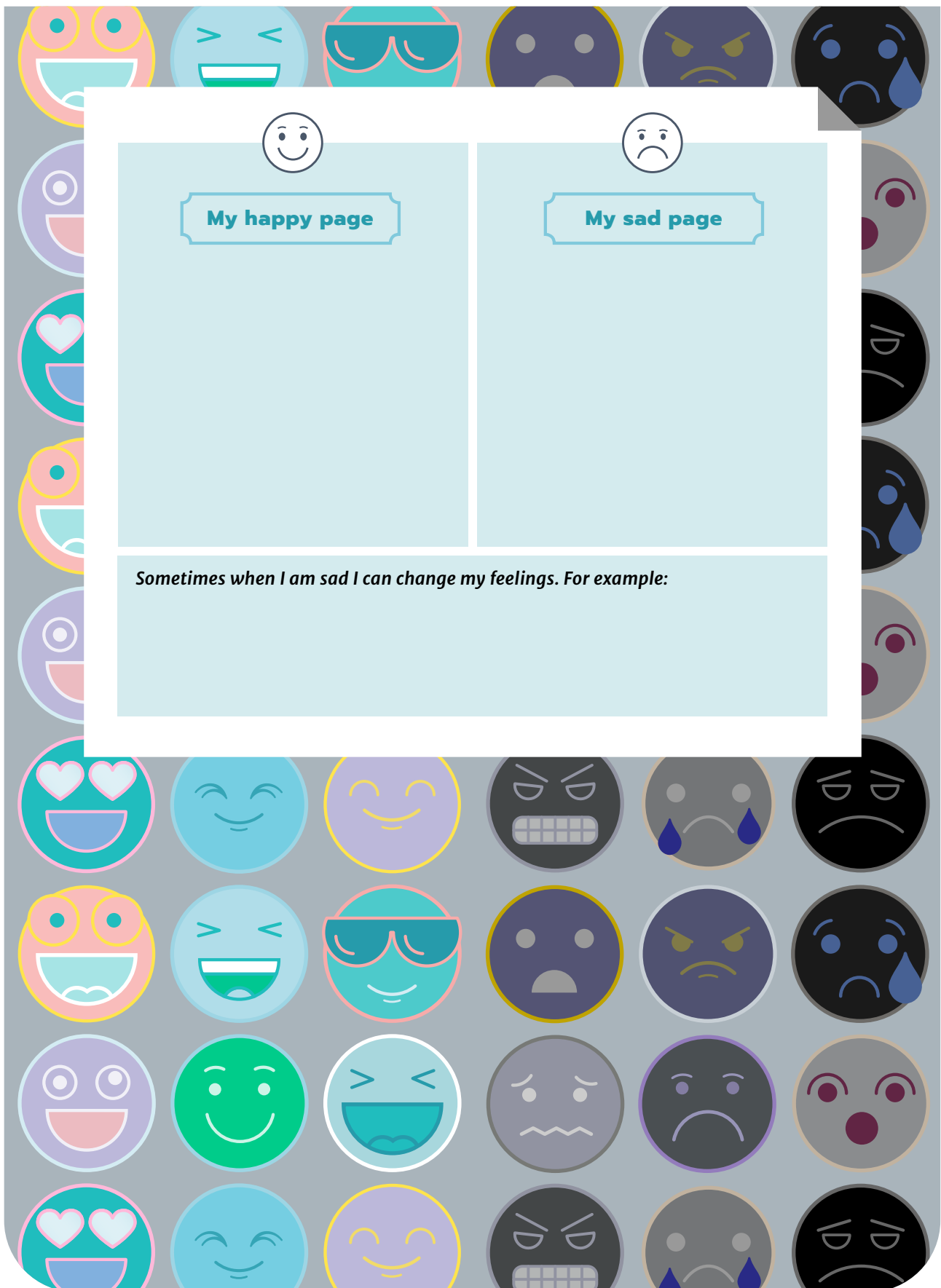
Self-knowledge and knowledge of others

LESSON DESCRIPTION

1. The students draw their own happy and sad page (see materials for students). They think about what makes them happy and what makes them sad.
2. They now write these descriptions next to their drawing.
3. The teacher asks the students to think of reasons why they are sad. He or she also asks them to find a solution to not being sad, e.g.: "I am sad because my friend does not want to play with me." Solution: "I will ask somebody else to play with me." The teacher also asks the children to think of reasons why they are happy. He or she then asks the children how they can share their happiness with others.
4. After the plenary discussion, the teacher asks the students to fill out the handout with the happy/sad-box (see materials for students).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 3

HOW I DEAL WITH A FIGHT

Goal

The students reflect on reasons why conflicts arise. They learn how to negotiate and find a compromise and alternative solutions.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Handout for dealing with a fight printed out or on blackboard (see materials for students)



Module 1

Self-knowledge and knowledge of others





LESSON DESCRIPTION

1. The students sit in a large circle
2. The teacher asks how they usually behave during a conflict or a fight.
3. The students give examples, and the teacher notes them down on small slips of paper and puts them on the floor, so that everyone can see them. A few pupils can help the teacher write down the words. The students now group the proposals into active and passive approaches to a conflict. The teacher introduces four different methods of dealing with a fight:
 - Stay cool and do not let yourself be teased.
 - Walk away from the fight.
 - Say "No".
 - Get help.
4. The students work on their own and think of situations where they applied one of these four methods and note them down in the handout (see materials for students).
5. The students walk through the classroom and listen to four peers telling them their situations of conflict and which solution they applied. Maybe there are still other methods of dealing with fights?



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

	Ways	My situation
	<p><i>Stay cool and don't let yourself be teased.</i></p>	
	<p><i>Walk away from the fight.</i></p>	
	<p><i>Say "No".</i></p>	
	<p><i>Get some help.</i></p>	



TASK 4

ABUSE BY PEERS BULLYING?

Goal

The students learn about different types of bullying and abuse and know how to distinguish between them. They are aware of how to adapt their behaviour so they can avoid being a victim or a bully in the future.



Time needed

45 minutes



Social settings

- Pair work
- Plenary session



Preparation

Handout with definitions of bullying ready (see materials for students)



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

1. Abuse by peers, harassment, bullying: These are painful moments in the lives of children. Children have many names for it. To begin, the students can talk about their experiences, observations and fears. There is no pressure to say anything. The teacher can talk about experiences he himself had as a student. Do not mention solutions, just talk about the situation.
2. The teacher explains that this topic is very important and that every school in the world must deal with it. In small groups the students discuss the information given.
3. In a plenary meeting, the topic is discussed again. Talking about abuse and finding ways out is a long journey and the topic must be raised again and again.
Use the handout/poster often. Help the students to understand and analyse themselves, others, and the community they live in. Be aware that the information on the poster is in an adult's language (see materials for students). Ask the students to adapt this and create a child-friendly version with matching icons and symbols.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Bullying

Type of bullying	Descriptions
Physical bullying	<ul style="list-style-type: none"> regularly hitting or punching someone tripping or shoving someone whenever they go past stealing/demanding someone's belongings threatening online to hurt someone in person damaging or breaking someone's property, uniform, school things standing over someone to make them afraid they will be hurt; intimidating someone
Verbal bullying	<ul style="list-style-type: none"> continually picking on someone and trying to make them feel bad saying or doing lots of mean things to upset someone sending nasty messages to someone online making fun of how someone looks or what they wear sending inappropriate images to someone online teasing someone for not being good at sport teasing someone for being good at school, maths, etc. calling someone names
Social bullying	<ul style="list-style-type: none"> making fun of someone to other people, like "here comes the weirdo again" trying to stop someone from joining in with a group trying to make others not like someone saying mean or humiliating things about someone spreading rumours or lies about someone tagging inappropriate or unflattering images online acting as though someone is not there or ignoring them constantly teasing someone for not being like a "typical" girl or boy, e.g. teasing a girl for being good at sport or a boy for being gentle with others
Not bullying	<ul style="list-style-type: none"> fighting about who gets to sit where at school not liking someone who is in your group being angry at someone who has taken your things not sharing your belongings with someone saying you disagree with someone's comment online being rude to someone one time, but then you realise that's not okay joking with someone that they always forget their belongings



**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

MY SPARE TIME IS PRECIOUS

Goal

The students are aware of the importance of time as a limited resource. They learn to make choices about how to spend time between school and homework.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Handout with possible activities or pictures with activities from journals and papers on blackboard or wall (see materials for students).



Module 2

Ensuring quality of life

LESSON DESCRIPTION

1. The students look at the pictures on their handout (see materials for students) or on the pictures on the wall or the blackboard. Which activities do they do out of school? They make a tick (handout) or put a mark on an empty piece of paper next to the picture.
2. The teacher starts a discussion and asks what the reason behind their choices are. Which solution is chosen more, which less?
3. The students look at the pictures again. The teacher says: "What would you like to do? How could it be realised? What hinders you? Who could support you? Discuss it with a peer".
4. To end the lesson, the teacher starts a discussion and raises questions such as: "Are there things that children should not have to do? Was this different in the past? Is this different for different families? Different countries? Where do you get your information from? What type of work do you have to do in your family? Whom do you help with this work? Is it fair that this work is given to you?"

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 6

WAYS OF GATHERING INFORMATION

Goal

The students become aware of the different ways information is transmitted from person to person. They understand the importance of knowing where the information comes from.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

A wall to display pictures



Module 2

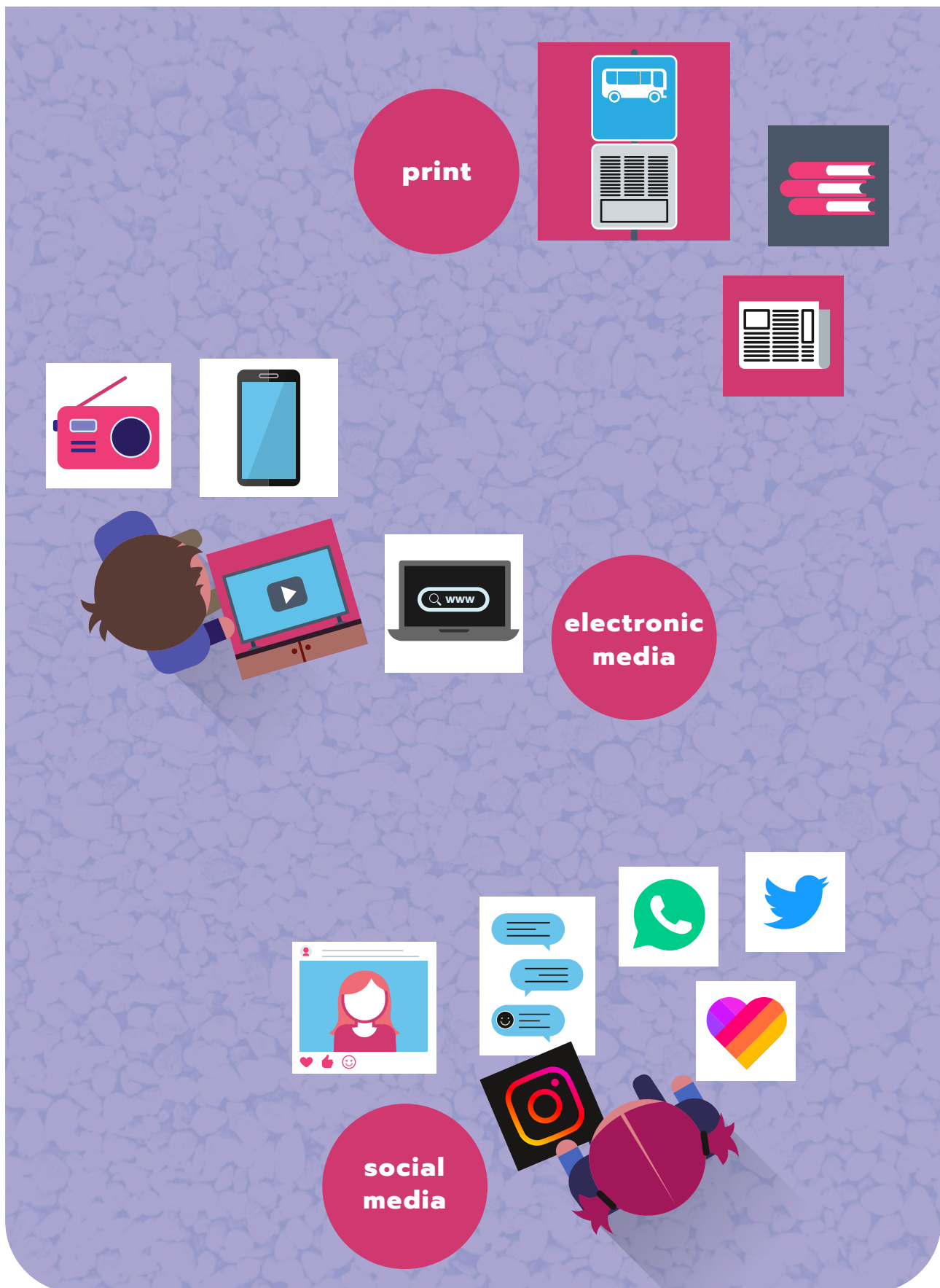
Ensuring quality of life

LESSON DESCRIPTION

1. At least two weeks before this lesson, the teacher asks the students to collect pictures of different sources of information (books, newspapers, magazines, TV, Internet, WhatsApp, etc.). They could also ask parents, grandparents, or neighbours where they get their information from. The teacher prepares a wall to display the pictures during the collection time. The students write their names on their pictures before putting them up on the wall. Each student should bring several pictures.
2. The students sit in a big semi-circle (maybe a double circle) in front of the wall with the pictures. The students then describe the experience they had when they collected their pictures.
3. Now the teacher asks how one could classify the pictures. The teacher moderates the discussion and makes sure that all opinions are heard. A good idea is to allow a few students to take the pictures from the wall one by one and arrange them on the floor in different corners according to the categories that have been decided (e.g. first section, print: books/newspapers/journals/flyers; second section, electronic media: TV/radio/online papers; third section, social media: YouTube, Facebook, Instagram, etc.).
4. Which media allow the students to be active and contribute (e.g.: social media), which media are for passive consumption where you can just listen and watch (newspapers, TV)?
5. The teacher starts a discussion about the pros and cons of each type of media.
6. All the pictures are now classified. After that they are put in the right order on the wall again.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 7

MISTAKES ARE HUMAN LEARNING FROM THEM TOO

Goal

The students understand that mistakes can be a sign of a positive approach to taking risks. They understand that this is a life-long learning process. They develop a sense for dealing with frustration.



Time needed

45 minutes



Social settings

- Pair work
- Plenary session



Preparation

Poster with the Latin quote "Errare humanum est, sed in errare perseverare diabolicum" in big letters. The translation (see lesson description) is also on the poster; Handout for students (see materials for students)



Module 2

Ensuring quality of life

LESSON DESCRIPTION

1. The teacher writes a text on the blackboard and asks the students to copy the text at the same time. He or she deliberately makes some spelling mistakes. The teacher observes how the students react. If a student says that there is a mistake, the teacher corrects it with no further comment. After some time, the teacher says aloud the Latin proverb: "Errare humanum est, sed in errare perseverare diabolicum." (To make a mistake is human – to stick to the mistake is hell). Let yourself be surprised about the students' reactions when you speak in Latin. After some time, the teacher stops writing on the blackboard.
2. The teacher now starts a plenary session. He or she has prepared a big sheet of paper with both the Latin and the translation of the Latin proverb (see above). He or she puts the poster on the wall and explains that this quote is from Seneca and is almost 2000 years old. A discussion about the meaning of this proverb starts. Let the students come up with guesses. The teacher writes notes on the blackboard or flipchart.
3. The students now sit in small groups. Each group receives a handout (see materials for students). They have ten minutes to discuss and answer the questions.
4. Back in the plenary, they present the results of their discussion.
5. At the end of the lesson the teacher explains that many scientists and inventors made lots of mistakes before finding a brilliant solution.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Learning from mistakes

What came to your mind when you noticed that your teacher made spelling mistakes?

Why did you intervene?

Why did you keep quiet?

Remember some mistakes that you made recently – at home, with friends, in sport, etc. How did people react?

What will you do differently, so these mistakes will not happen again?

Name of the group members:

**ERRARE
HUMANUM EST,
SED IN ERRARE
PERSEVERARE DIABOLICUM.**



TASK 8

RESOURCES TO BE CAREFUL WITH

Goal

The students learn that wastepaper and other things can be recycled. They get to know the value of natural resources.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary session



Preparation

Written homework task on the wall;
Used paper/cardboard (brought by the students); Table with empty paper sheets, scissors, glue; Space ready for storing some materials;
Collage made from paper scraps;
Information about pollution and renewable energy



Module 2

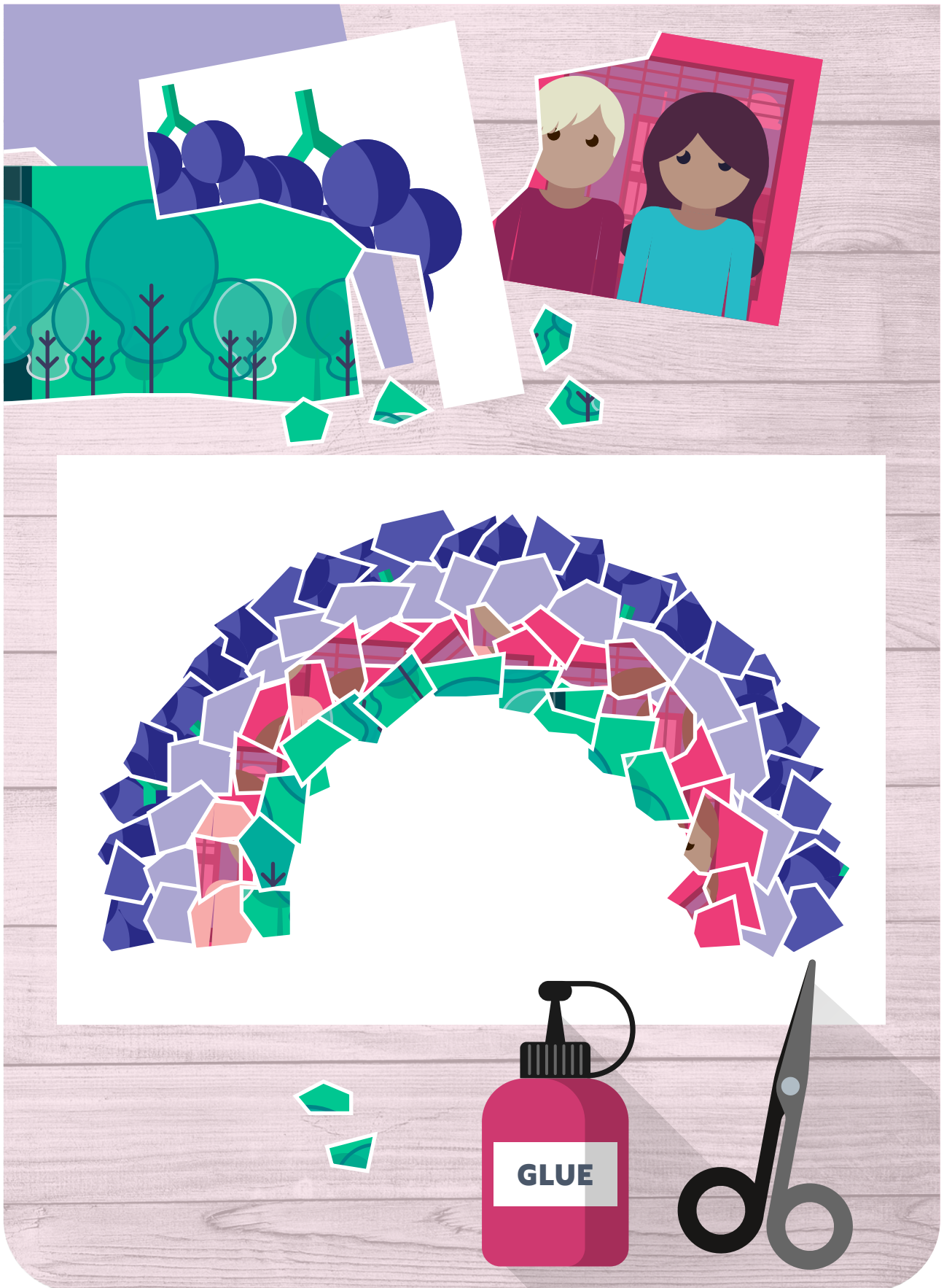
Ensuring quality of life

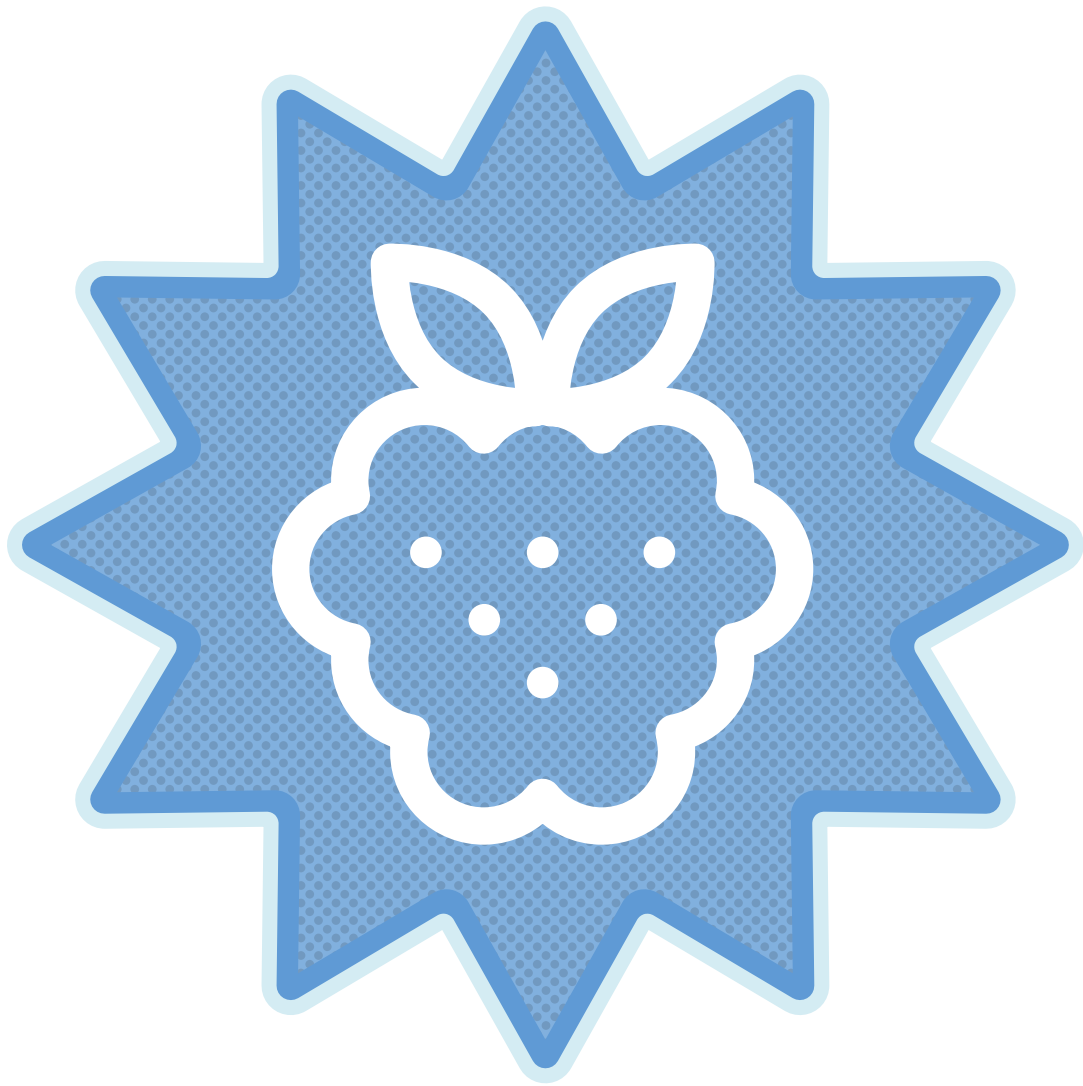
LESSON DESCRIPTION

1. At the end of the previous lesson, the teacher gives the students the homework task: to collect any type of wastepaper and cardboard pieces (envelopes, wrappings, packages, newspapers, etc.) and bring them to school. There should be a space in the classroom where these items can be stored.
2. The lesson starts with the students sitting in a circle. In the middle of the circle, the collection of wastepaper and cardboard is spread out on a table or on the floor. The students explain where they found their materials. Maybe they can narrate a funny experience connected to it.
3. The teacher has prepared a collage out of paper scraps and now shows it to the students. This serves as an example of how paper can be cut and put together as a picture.
4. The students form groups. First, they discuss their ideas for the pictures with their peers: It can be plants, buildings, people, patterns.
5. The teacher has prepared a table with scissors, glue, white background paper, etc. laid out on it. Then the students work individually. First they plan, then they decide which paper they want to use. Afterwards they make a draft, discuss their ideas together and then start to create their collage.
6. After all the groups have finished, the collages are exhibited.
7. The focus at the end of this lesson lies on the topic of how to protect the resources of this planet. The teacher starts a discussion by asking the students what they do with their garbage, how much plastic they use, etc. Afterwards the teacher can explain some facts about the pollution of the oceans with plastic and about the value of renewable energy (sun, wind, water).

**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

PERSONAL HYGIENE

Goal

The students learn the definition of hygiene. They can explain why having good personal hygiene is important and they know how to be hygienic.



Time needed

45 minutes



Social settings

- Pair work
- Group work
- Plenary session



Preparation

Definition of hygiene prepared by the teacher; Notebooks; Pencils



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher starts by asking students to think of their routines before going to bed. He or she can give an example like brushing teeth or taking a shower.
2. In pairs, the students tell each other about their daily hygiene routines.
3. Back in the plenary the teacher initiates a discussion about the importance of being hygienic. The teacher moderates the discussion by raising questions such as:
 - When should we wash our hands?
 - Why do we need to wear clean clothes?
 - What are the benefits of brushing our teeth?
 - How often should we floss our teeth?
4. Students can share other personal hygiene advice that come to their minds.
5. The teacher presents an easy-to-understand definition of hygiene.
6. Each student makes a typographic poster with this definition of hygiene. The letters can be coloured and spread out over the whole page (see materials for students). Let the students be totally creative.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

HYGIENE

“ PRACTICES
OR CONDITIONS
THAT HELP
TO MAINTAIN
HEALTH
AND PREVENT
DISEASE,
ESPECIALLY
THROUGH
CLEANLINESS.”



TASK 10

NUTRITION IS MORE THAN JUST FOOD

Goal

The students learn about their daily nutrition habits. They learn how to keep track of their eating habits by noting them in a diary.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Different kinds of food (raw, cooked) covered under a blanket; Copies of the food diary for each student (see materials for students)



Module 3

Healthy lifestyles

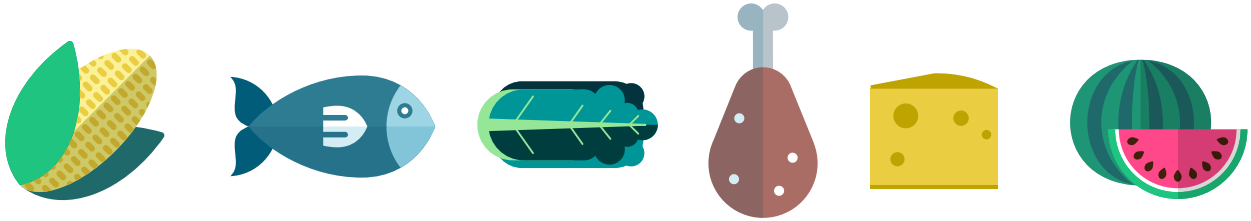
LESSON DESCRIPTION

1. The teacher lays out some food items (a fruit, a can of vegetables, a bag of chips, vitamin pills, a sausage, etc.) on a table in front of the students. He or she covers them with a cloth. It is important that raw and cooked food as well as junk food are there. As soon as all the students are gathered around the table, the teacher lifts the cloth and shows the food.
2. Now the students are invited to comment on the food. The teacher summarises their ideas and notes them each on a paper slip. Afterwards he sticks them up on a wall. The teacher can also ask some students to help with this.
3. After this introductory part, the teacher gives some input about the need for food and different eating habits. He or she not only mentions that every country has different eating habits but explains that each family has their own eating habits.
4. Now the teacher invites the students to talk about their own eating habits.
5. After this discussion, the teacher introduces the food diary (see materials for students). He or she gives them the homework task to fill in two days in their diaries (one day during the week and one weekend day). You can show them an example or start to fill out a diary directly with the students. Back in school with their diary they come together in small groups and write about their experience in a short paragraph to be hung on one of the classroom walls for others to read. If there is time, they can share it in a short discussion.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



My food diary

1 typical weekday

Time	Meal or Snack?	Place	Food	Amount	Posture	Activity	Social situation	Mood	Hunger level 1 – 10
07:00 – 07:10	snack	in the kitchen	yoghurt	1	standing	finishing home-work	alone	stressed	4

1 typical weekend day

Time	Meal or Snack?	Place	Food	Amount	Posture	Activity	Social situation	Mood	Hunger level 1 – 10

- **Posture:** Indicate your physical position while you were eating or drinking.
- **Activity:** Record what else you were doing while eating or drinking.
- **Social situation:** Were you alone, with someone, or with a group?
- **Mood:** Were you content, happy, sad, depressed, angry, bored, tired, rushed, lonely, tense, etc.
- **Hunger level:** Record how hungry you were before you started eating or drinking.



TASK 11

ACTIVE REST

THE BRAIN SAYS "THANK YOU!"

Goal

The students experience the value of active rest breaks. They learn how to integrate them into their daily life.



Time needed

45 minutes



Social settings

- Plenary session



Preparation

Enough space in the classroom to move around; Poster with actions on the wall or blackboard; Some dice



Module 3

Healthy lifestyles

LESSON DESCRIPTION

This is a tool to enable students to hone the habit of taking active brain-breaks during the day. The teacher makes sure that the poster is a large size and that it is hanging on the wall. It is even better if the students design the poster themselves together with the teacher.







1. The teacher explains the game briefly. He or she emphasises that the aim of this game is to get different ideas for short, active breaks.
2. The teacher now asks a student to roll the dice. Depending on the display of the dice, the corresponding exercise is done (see materials for students). Then another student rolls the dice and the corresponding exercise is done accordingly.
3. In the beginning the teacher asks the students after each exercise how they feel. How does the body feel? Which muscles have been activated? How is their mood? What is the effect of this active break?
4. After a while everyone sits down again. The teacher elaborates again how important active breaks are. These active breaks reduce both mental and physical tension. The students can tell how they plan to integrate those breaks into their daily life. They can also tell which exercise was best for them.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

**Throw the dice,
open the window
take an active break**

-  10 times slowly lifting arms high up. Take slow deep breath in the same rhythm
-  5 push ups
-  Touch the toes for 15 seconds and keep the knees straight
-  20 jumping jacks, without touching anyone else or an object
-  Hop 1 minute on one foot
-  A student makes a proposal



TASK 12

SPORTS AND HEALTH

Goal

The students explore different types of sports and learn about specific training routines and their impacts.



Time needed

45 minutes



Social settings

- Pair work
- Plenary session



Preparation

Enough space for everyone to move around; Handout ready (see materials for students)



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher collects information from the students about sports they like or dislike. They do not say it with words but show it through gestures and miming. The others guess what sports they are referring to.
2. The teacher then demonstrates silently some ball games, just by showing the typical movement:
 - Soccer/football: kick an imaginary ball
 - Tennis: hit an imaginary tennis ball with an imaginary racket
 - Golf: swing an imaginary golf club
 - Basketball: bounce an imaginary basketball
 - Volleyball: smash an imaginary ball with your hand
 - Table tennis: hit an imaginary ball with the racket on an imaginary table
3. The students form pairs and try all the movements by themselves. They support each other and are careful that they do not hurt anyone standing close by.
4. Back in the plenary, the students sit in a circle. Each sport is demonstrated again by the students. The ones watching have to say which muscles are getting trained performing this sport. Questions, such as "How intense is this sport?", "What are the dangers involved?" help to stimulate ideas. The students might do this individually or in small groups. They should base their discussion on the handout (see materials for students).
5. In a final discussion the students tell the class which sports they like. If they have an idol in sports, they can explain why this person is their role model.



MATERIALS FOR THE STUDENTS

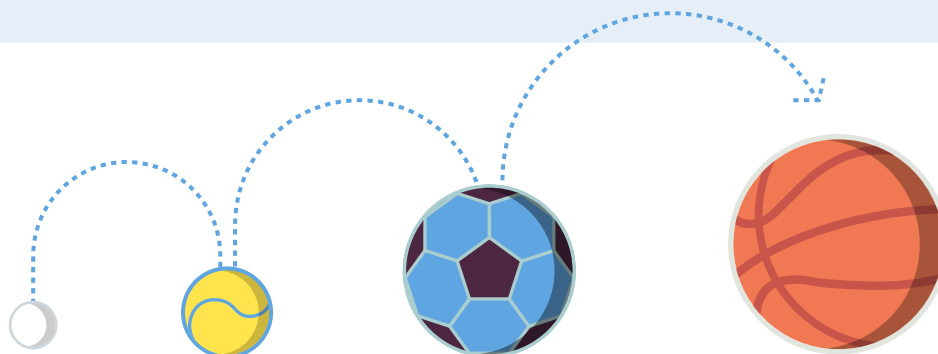
On blackboard/projector/worksheet

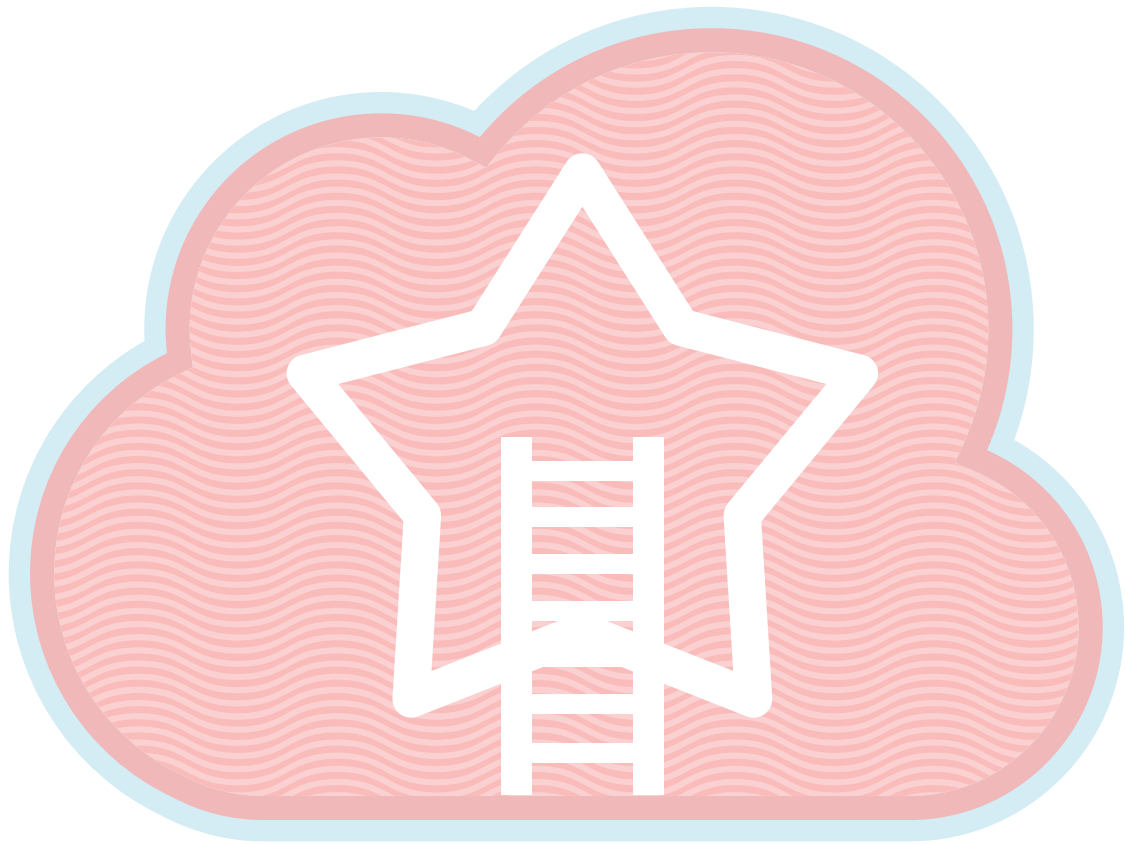
Sport and its impact

Sport	Body parts and muscles used intensively	How the body develops	Possible dangers
Soccer	Legs, feet, lungs	<ul style="list-style-type: none"> Speed is increased Coordination Cardiovascular capacity is strong 	<ul style="list-style-type: none"> Leg injuries Head injuries
Tennis			
Running			
Basketball			
Volleyball			
Table tennis			

My favourite sport:

The sport I never would play:





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 SKILL STAR

Goal

The students learn how to discover their strengths. They experience how self-evaluation is done.



Time needed

45 minutes



Social settings

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



Preparation

Handout with the copy of the skill star (see materials for students);
Pictures of different athletes



Module 4

Designing personal careers
and developing entrepreneurial
mindsets

LESSON DESCRIPTION

1. The students receive a copy of the skill star (see materials for students) or they draw it themselves.
2. First the students must understand the term "skill". The teacher can start with examples from the animal kingdom: a cheetah must hunt for its food, therefore, it has developed the skill to run very fast. The antelope is chased by the cheetah, that is why it is also skilled in running fast. A mouse needs to look for food everywhere, that is why it has the skill of being very curious. The teacher now switches to examples of the athletes. The teacher shows pictures of different kind of athletes. What skills are needed to be excellent in this sport? E.g.:
 - a dancer (elegant, coordinated)
 - a weightlifter (strong, muscular)
 - a marathon runner (enduring, patient)
3. The handout with the skill star is distributed (see materials for students). Each student writes his or her name in the middle of the star. Then they think about their own physical and mental skills.
4. They choose six of their skills. In each ray of the star they note one. They may colour their star and put it up on a wall so the students can see all the stars.
5. Silently the students look at each other's star. Back in the circle a discussion starts:
 - What did I learn about myself?
 - Which sport or profession matches my skills star?
 The lesson ends with students solving a riddle. One student after the other chooses one of their classmate's stars. He or she looks at the text in the star and then summarises: "She is fast, can swim well, can chill out when stressed, can ride a bike well and smiles often. Who is it?" Take several turns.
6. It is crucial for the students to understand that all the different skills of all the people are needed for a functioning society. Architects, construction workers, doctors, waitresses, everyone is needed. If there is time you can ask the class why some professions have a higher status than others? Is this fair?

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 14

EVERY JOB IS IMPORTANT

Goal

The students get to know that different jobs are needed to achieve a goal. They experience that for each profession you need a special skill.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary session



Preparation

Find a nearby construction site. If needed, ask for permission to visit the site with your students. Make sure you find a spot from which your students can observe and stay safe.



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

(visit to a construction site)

1. You visit a construction site together with your students. The students should wear good footwear and carry a notebook with them. Groups of 3 or 4 students are formed. The teacher explains that the aim of the visit to the construction site is to get to know that different professions are needed to build something.
2. On the construction site the teacher briefly explains what is being built here (a school, a new road, etc.) If there are any posters with information about the site, show them to the students.
3. The students start observing the work going on and try to name the professions. If they do not know it, they describe how the work is being done. They also have a look at work that has already been done, (e.g. concrete pillars, foundations) and they say which profession was needed for this job. They can also sketch some tools or machines.
4. The teacher gathers the students and asks about their impressions. He or she asks them which professions they identified (e.g. crane operator, truck driver, carpenter, bricklayer, scaffolder, architect, painter and decorator, plasterer, tiler, electrician, plumber).

Sequence ②

(in the classroom)

1. The groups present their notes and reflect on general observations. The teacher helps them by giving them clues for how to start a sentence such as: "I was impressed by...", "I was surprised, that...", "I did not know, that...", etc.
2. The students sit in their groups with their notes and complete the overview (see next page) by completing the list with the skills and the necessity of this profession for the construction.
3. To finalise the sequence, they write a short story about one of the professions they observed.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ① and ②

Our observation on the construction site

<i>What professions do you see?</i>	<i>Which skills are needed for this profession?</i>	<i>With this skill, what other jobs could you also do?</i>



TASK 15

SOMETIMES ALONE SOMETIMES IN A TEAM

Goal

The students learn about the pros and cons of individual work and teamwork.



Time needed

45 minutes



Social settings

- Group work
- Plenary session



Preparation

A big basket with different items in it like pieces of wood, toilet paper roll, paper scraps, pens, old CD's, ribbons, empty jars; Enough glue, sticky tape, scissors; Workspaces for groups of 4 to 5 students



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

1. The students form groups of 4 or 5.
2. The teacher shows the students the basket with the different items in them (see preparation). Then he or she explains the task: Each group should create a new object out of the ones in the basket. It can be anything and they don't need to use all the items. The most important rule is that each group works together: every student must contribute. The time for this task is approx. 20 min. The task is also written on the handout (see materials for students).
3. The teacher gives each group the handout. Together they answer the questions on the handout.
4. The whole class comes together. The spokesperson of each group (see materials for students) briefly shares their reflections. The teacher emphasises that this task was an exercise in strengthening teamwork. He or she explains that in teamwork there are different rules. One cannot always do what one wants to. The beauty of teamwork is that various talents come to bear, the result is stunning and bonding through teamwork strengthens every individual.

Hint: Put fewer items in baskets to facilitate sharing between students. For example, put only one or two pairs of scissors or glue bottles.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Our Object – Our Teamwork**Part A: Making an amazing object**

- ① Use the objects in the basket to create something.
- ② It can be anything.
- ③ You don't have to use every object.
- ④ The only rule is that each person has to contribute equally.
- ⑤ You have 20 minutes.

Part B: Reflection

*Agree on a spokesperson of the group. Answer the following questions.
You have 10 minutes:*

- ① *How did it go?*
.....
- ② *How well did you work together as a team?*
.....
- ③ *Did any conflicts arise?*
.....
- ④ *How did they work them out?*
.....
- ⑤ *General comments:*
.....

Give your object a title:

Name of the group members:



TASK 16

WHO IS THE RIGHT ONE FOR THIS JOB?

Goal

Students discover qualities and strengths in each other. They also learn to do a simple self-evaluation.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Pictures of dangerous situations at home or in school; Small cards; Large sheets of paper; Colouring pens; Handout with seven bubbles (see materials for students) on paper for each student or on blackboard or flipchart



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

1. The teacher gives the following instruction to the students. He or she writes them on the blackboard:
 - a. Look at the bubbles on your handout
 - b. Think about which of your classmates would be good for which task? Write his or her name into the bubble.
 - c. Write more than one name into each bubble. Try to match each to one of your classmates.
 - d. Now think about yourself. Which job would you be good at?
 - e. Walk quietly around the room and talk to the others about your proposals.
 - f. Tell them which jobs you listed them for. What do they say?
 - g. What did they list for you?The students perform all the tasks.
2. The whole class gathers in a circle. The teacher starts a discussion, asking some of the following questions: "Which kind of profession would fit each bubble?" (e.g. bubble 1: this could be a nurse). "Your classmates have written your names in a particular bubble based on your skills. Are you satisfied with the result?" "Do you see yourself the same way your classmates do, or do you have a different viewpoint?"

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Who is the right one for this job?

...to help you when you hurt yourself...



...to help you read a story...



...to help you make a painting...



...to take a message to the head teacher...



...to help you in a fight...



...to help you earn money...



...to help you with your Maths homework...



**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

KEEPING SAFE IN PUBLIC PLACES

Goal

The students explore safety on their way to school. They learn to differentiate between what is safe and unsafe.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Big map of the area of the school;
Each child should have a notebook



Module 5

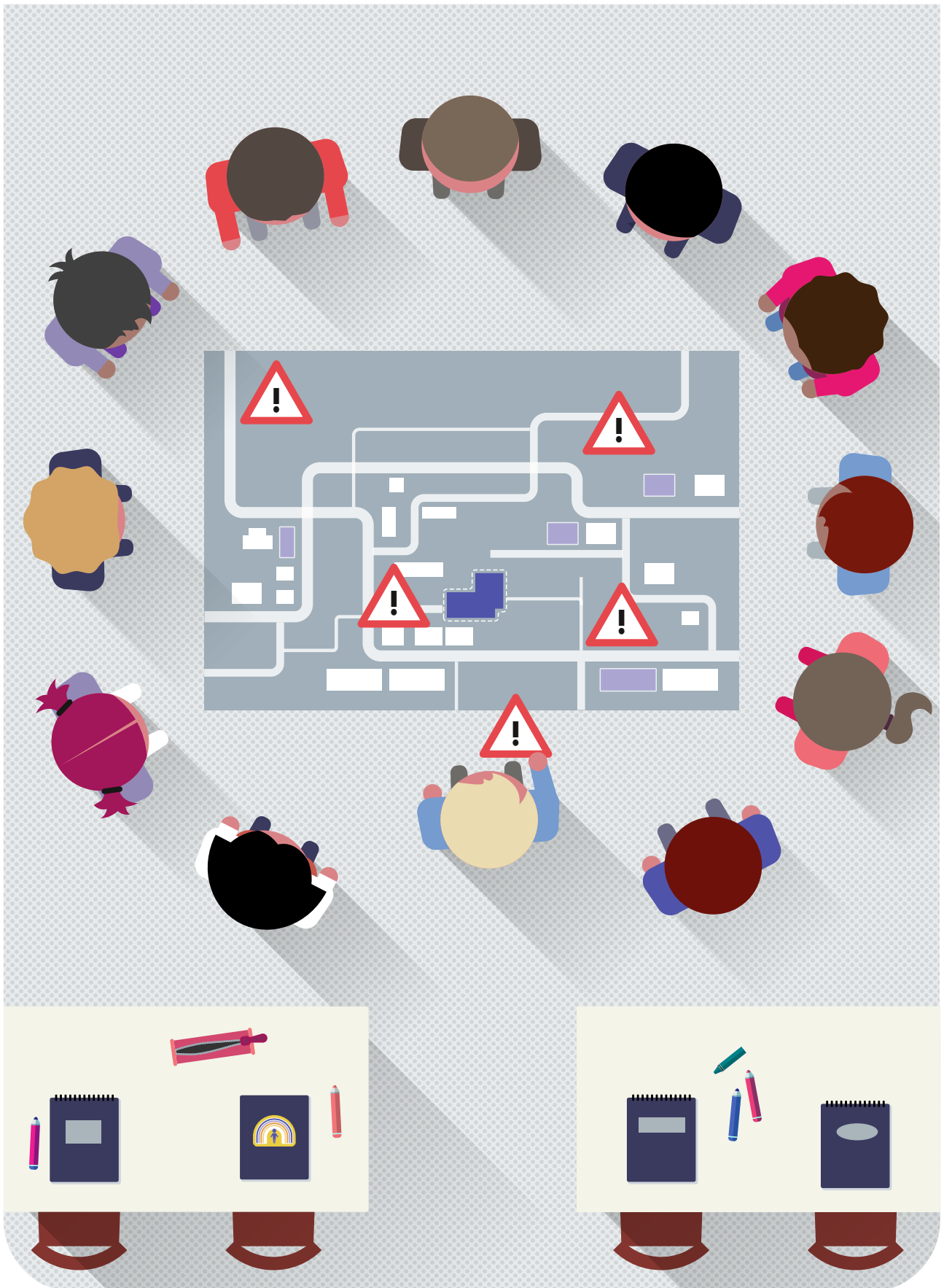
Personal safety

LESSON DESCRIPTION

1. Prior to this lesson, the teacher gives his or her students the following homework task: The students should investigate which situations are dangerous on their way to school. This can be because of heavy traffic, a dangerous neighbourhood, crossing a river or passing a polluted area, etc. The students should note five different situations, e.g. "At the end of the Oak-Street I have to cross the road but there is no pedestrian crossing. But there is no other way." They can also take pictures if they like.
2. At the beginning of the lesson, the students form groups of 3 or 4. They present each other the results of their homework.
3. After some time, the teacher invites everyone to come and sit in a circle of chairs. The teacher has spread a large map of the area either on the wall or on the floor. Some of the students are invited to speak about the zones that they find dangerous. They should show it on the map. The teacher helps the student to locate the correct spot.
4. The teacher facilitates a plenary discussion. He or she starts with questions such as: "What can we do to be safer on the way to school?", "How can we help other children to stay safe?", "What can we do so that some areas or streets become safer?", "Should we write a letter to the authorities?".
5. The teacher decides what action should be taken, so some of the danger spots can be transformed into safer areas. He or she tells the students his or her plans.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 18

ELECTRICITY IS BOTH IMPORTANT AND DANGEROUS

Goal

The students become aware of the dangers of electricity. They learn which signs warn of which dangers.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Plenary session



Preparation

Template poster "Protect yourself from electric shock" (see materials for students), either printed as a handout or copied on the blackboard; Paper; Pencil; Colour; Glue; Used journals; Computers and printer if possible



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher draws a lightning bolt on the board (or alternatively shows an image). He or she asks the students what happens when a bolt of lightning hits a tree.
2. The teacher explains that the same thing happens when one gets an electric shock, e.g. through touching a broken electronic device. This is because electricity automatically flows towards the ground. The teacher explains that coming in touch with electricity can be very dangerous. He or she names more examples such as the overhead lines of a railway or a faulty socket.
3. Now the teacher shows the signs that warn about electric shocks. He or she also gives examples of where those signs can be found: On electricity poles, on pylons, etc.
4. The teacher explains the template for the poster "Protect yourself from electric shock" (see materials for students). The template can either be given to the students as a printed handout or the students may copy it from the blackboard.

Sequence ②

1. The students form groups of 3 or 4. They now are instructed to create their own "group poster". They can paint, produce a photo-collage, draw a comic, or design it on the computer. The teacher motivates the students by telling them that later this poster will be displayed in the whole school or in an exhibition where the parents are invited (of course only if the situation allows).



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

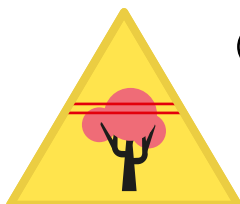
Sequence ① and ②

Protect yourself from electric shock



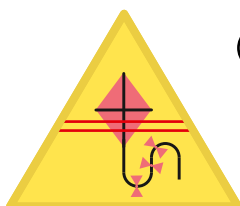
① Stay away from places marked with a danger sign

The danger sign is as a warning that there is something harmful (and potentially fatal) if you aren't careful. You will see danger signs, for example, on electricity poles, pylons, electricity stations and mini pillars (on footpaths).



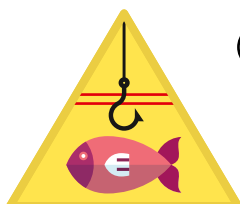
② Never climb trees near overhead wires

Stay away from all overhead wires and never climb trees near them. Even if you don't touch the overhead wires, electricity could "jump" through the air and electrocute you.



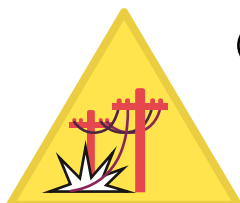
③ Never fly kites near overhead wires.

If your kite goes near the overhead wires – let it go! If it gets stuck, leave it there and ask someone to call the police. If the kite string is hanging down don't touch it, as electricity can travel along the string.



④ Never fish near overhead wires

When you are fishing, keep clear of overhead wires. If the fishing rod or line touches or comes close to the wire, electricity could flow through the rod and injure or kill you. Always take your rod apart when moving from one location to another.



⑤ Never approach a fallen wire.

Never ever touch or go near fallen wires. Call the police and/or tell an adult.



⑥ Never climb an electricity pylon.

Climbing electricity pylons is very dangerous. Even if you don't touch the overhead wires, electricity could "jump" through the air and harm or even kill you.



TASK 19

ONLINE SAFETY

Goal

The students learn why some games are not appropriate for children to play. They understand why computer game classification is important.



Time needed

45 minutes



Social settings

- Individual work
- Plenary session



Preparation

Images or boxes of computer games, with age restrictions printed on;
Cards showing different age ranges (a set for each group)



Module 5

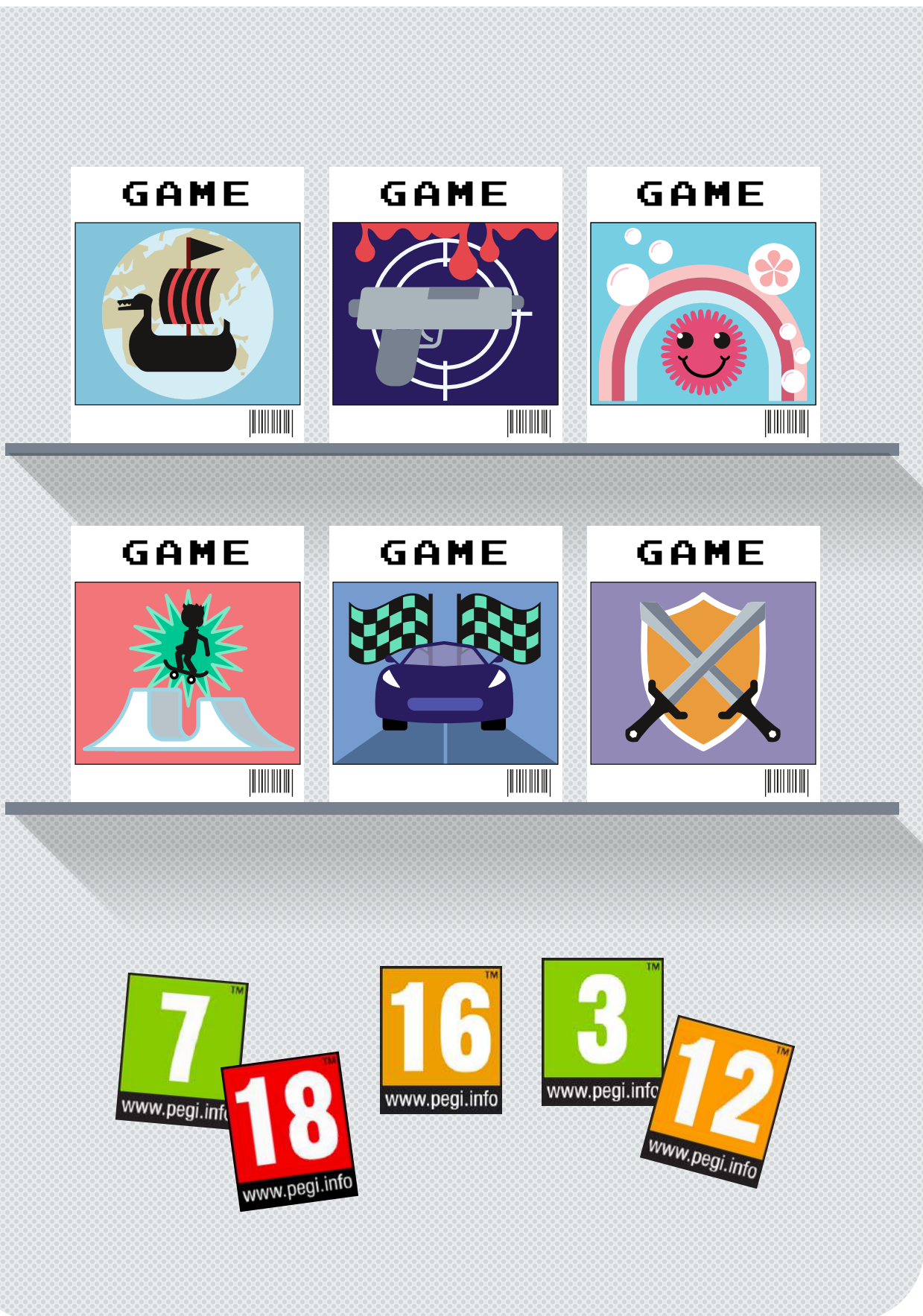
Personal safety

LESSON DESCRIPTION

1. The teacher shows the students pictures or boxes of different computer games. He makes sure that the classification for the age is hidden. He or she asks them if they also play computer games and asks the students why they play it.
2. Then the teacher asks the students what each game shown (in a picture or box) might be about.
3. The students form groups of 3 or 4. The teacher hands each group pictures of different games. He or she also gives each group some cards with age specifications. Each group now receives the task to assign the cards with the age information to a game.
4. After this group work the whole class works together. Once again, the teacher shows the pictures of the computer games together with the cards with the age specification. He or she invites the class to explain why each computer game is for a particular age group. There should be a lively discussion.
5. The teacher explains that most computer games and movies have an age restriction. One can see it on the label. Finally, the teacher shows the age restrictions on each computer game that the students looked at. Did the students match the age correctly or did they have other ideas?
6. The teacher starts a discussion about why there are age restrictions for computer games and films. The teacher can ask some of the following questions to start the discussion:
 - Why shouldn't an 8-year-old child play a game meant for 16-year olds?
 - What kind of scenes should children and young adults not see? Why?
7. If there is time, each student can prepare a short explanation about the importance of age restrictions for games and movies.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 20

EVERYBODY NEEDS ROOTS AND WINGS TO FEEL SAFE

Goal

The students become aware that a strong personal identity is based on strong roots and wings: They learn that their self-confidence is based on strong roots. They also learn that to soar high in life, they need wings. Wings are their optimism and dreams.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary session



Preparation

Pictures of trees (from journals, etc.) or plan to explore a tree in the schoolyard or outside; Pictures of birds with huge wings



Module 5

Personal safety

LESSON DESCRIPTION

1. The teacher either shows a pictures of a big tree and its roots or takes the students outside to a tree. He or she asks if they know why a tree has roots and why birds have wings.
2. Back in the classroom groups of 4 or 5 students are formed. Each group gets the task to discuss the following questions:
 - What could the meaning behind the saying "a child needs roots and wings" mean?
 - What do you need to feel strong? What are your roots? Think of situations/persons that gave you roots.
 - What do you find interesting? What are you good at? Think of situations that gave you wings.
3. After the groupwork, the teacher distributes the handout with the drawing of a child with wings and roots (see materials for students). The teacher gives the following instructions:
 - This is you. Draw your face into the empty head.
 - Colour the roots and write or draw inside why you need them. When do you feel good in your family? When do you feel good with friends?
 - Colour the wings of the child. Write or draw inside what your strengths are, what makes you "fly". What do you dream of?

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

