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**A TEACHER'S GUIDE TO**  
**PERSONAL**  
**DEVELOPMENT**  
**FOR GRADE 4**



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# **A TEACHER'S GUIDE TO PERSONAL DEVELOPMENT FOR GRADE 4**

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## GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 4" 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:

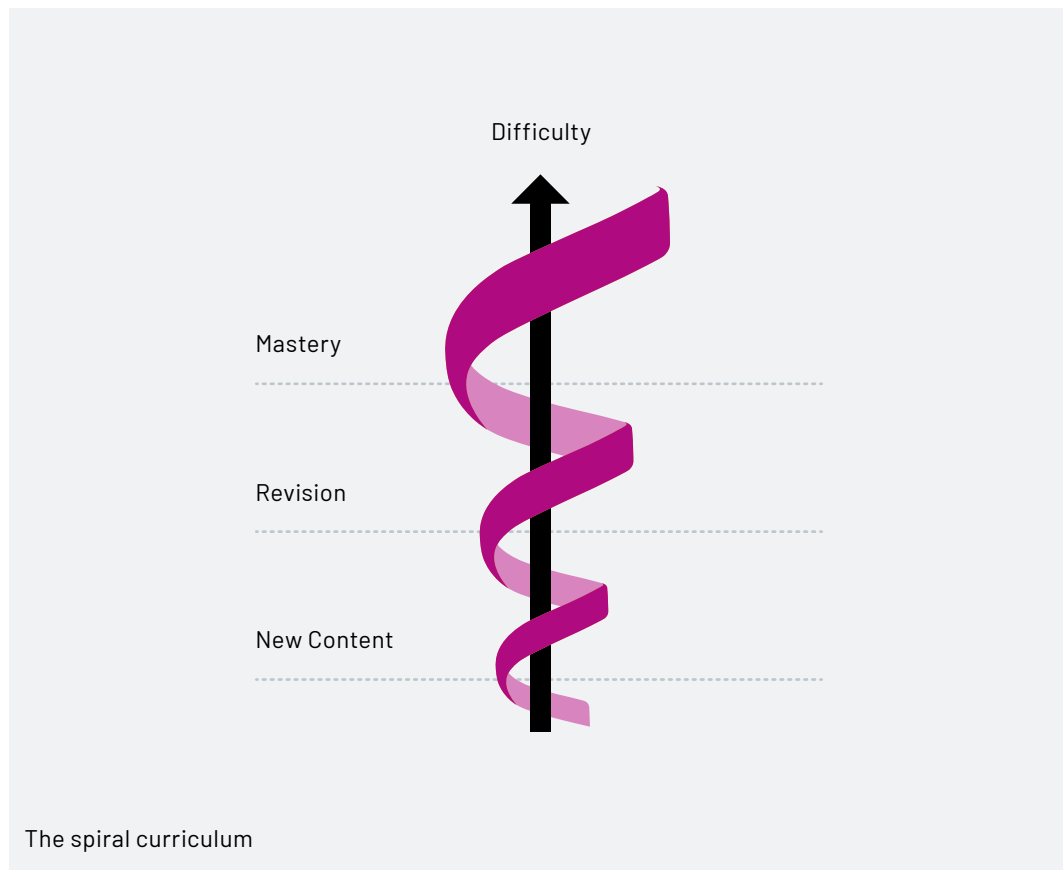
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility,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

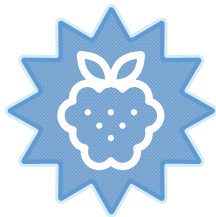
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 4**

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: Identifying priorities in your own personal development, solving some problematic situations in school contexts and learning appropriate communication in different contexts. This includes:

- identifying personal potential,
- looking at the changes relating to personal development, and
- identifying priorities and formulating personal development goals.

The topics covered here relate closely to discovering one's own potential (task 1), finding alternative solutions even when it's difficult (task 2), developing contracts for good conduct together (task 3) and analysing changes in personal life (task 4).

### **Module 2:**

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

Specific competencies: Identifying limits and ways of satisfying desires and needs, connecting this with an economical consumption of goods and developing appreciation and respect towards oneself and others. This includes:

- understanding the characteristics of a person with dignity; the portrait of the consumer,
- identifying learning resources, and
- understanding the relationship between desires and needs.

The topics covered here relate to understanding personal values (task 5) reflecting on learning patterns (task 6), experiencing a creative approach to environmental questions (task 7) and having a critical look at one's own consumers' identity (task 8).

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

Specific competencies: Describing body changes in puberty, comparing different sources of information about a healthy way of life and developing a balance between physical and mental lifestyles. This includes:

- self-evaluation of body changes,
- recognising the human developmental phases, and
- reducing fatigue after mental and physical effort.

The topics covered here relate to changes in puberty (task 9), different ideas of what constitutes a healthy lifestyle (task 10), exploring different ways of finding a balanced life (task 11), and analysing and understanding specifics of the “Convention on the Rights of the Child” (CRC) (task 12).

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

Specific competencies: Describing skills required for certain professions, analysis of school subjects from the perspective of professions and appreciating the benefits of all types of work. This includes:

- exercises to understand how one learns,
- easy and difficult approaches to learning activities, and
- presenting volunteering experiences, in school or community.

The topics covered here include understanding more about personal strengths (task 13), comparing school subjects and learning needs for life (task 14), valuing different professions (task 15), and understanding the need for volunteer work in society (task 16).

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

Specific competencies: Identifying rules concerning personal safety in public places and recognising potentially dangerous situations in an online environment. This includes:

- simulating dangerous situations in certain public places,
- simulating situations with different people, identifying and avoiding risky situations, and
- analysing Internet content and the consequences of accessing it.

The topics covered here include understanding appropriate behaviour in dangerous situations (task 17), analysing dangerous moments in public places, (task 18), understanding emergency routines (task 19), and preparing oneself for safe online communication (task 20).



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**MODULE 4**

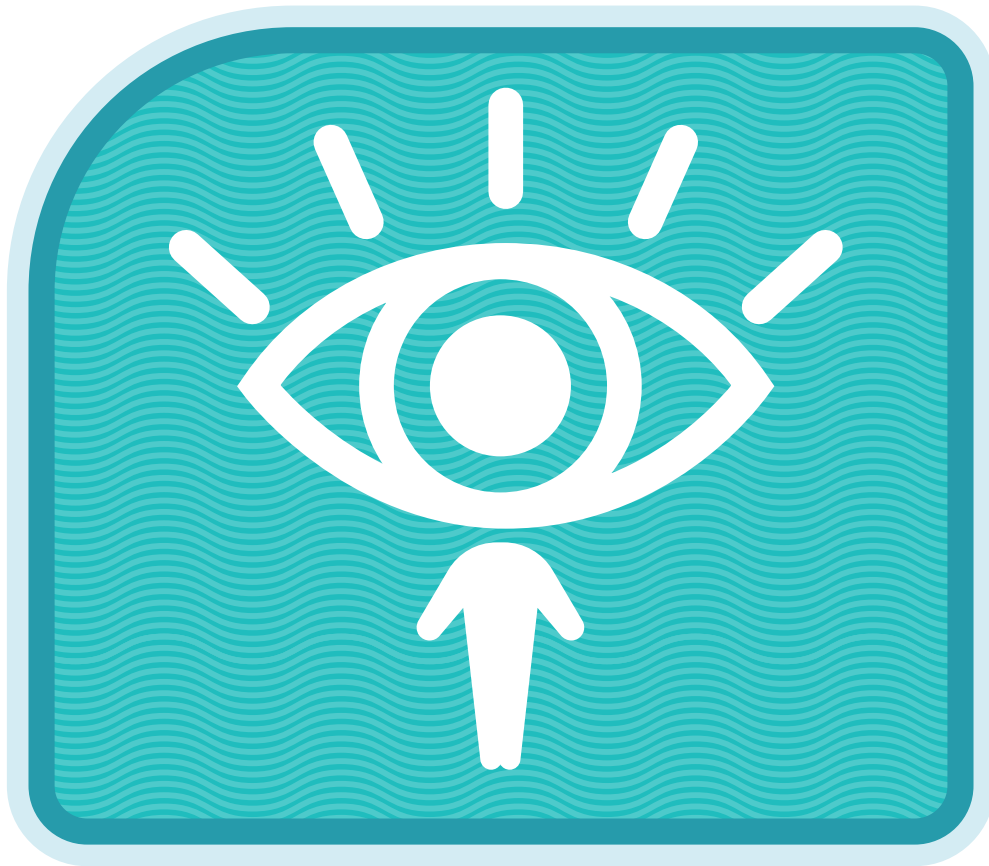
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## MODULE 1

# SELF-KNOWLEDGE AND KNOWLEDGE OF OTHERS

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



## TASK 1

# MY FLOWER OF POWER

### Goal

The students increase their awareness of their own potential. They learn about the potential of others.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work



### Preparation

Template of the flower (either copied or the students draw it themselves); Blank paper sheets; Colouring pencils; Water colours



### Module 1

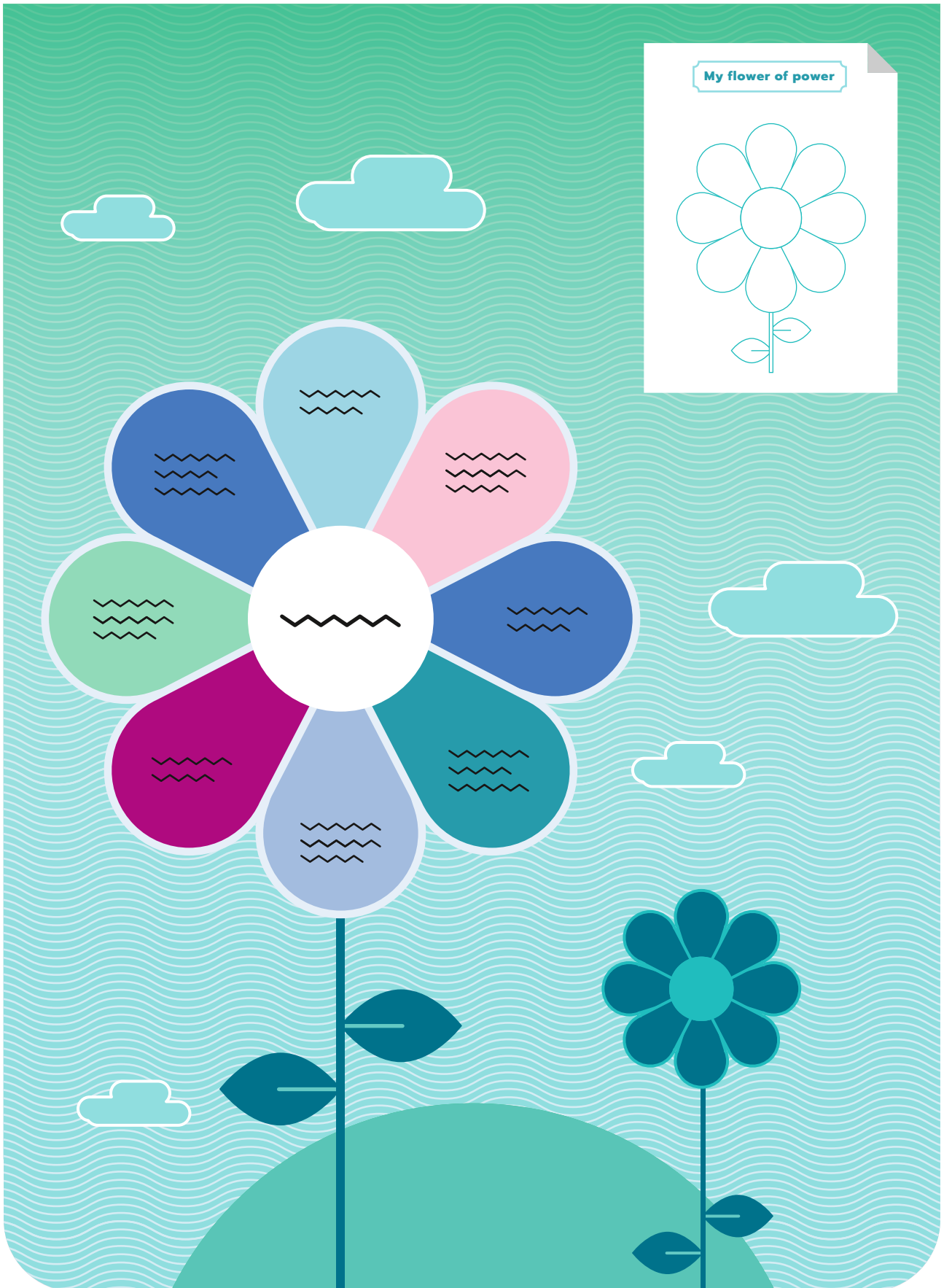
Self-knowledge and knowledge of others

### LESSON DESCRIPTION

1. While the students are watching, the teacher draws a big flower on the blackboard or on a sheet of flipchart paper. In the centre of the flower he or she writes "grandmother". The teacher asks the students what they like about their grandmother.
2. The teacher writes the answers into the petals or the leaves of the flower (see materials for students). Similar answers are noted in the same space.
3. The teacher explains that this flower represents the grandmother. He or she asks how a flower that represents them would look like? Which words would be written there?
4. The students now receive a photocopied flower (see materials for students) or they draw a flower themselves. In the centre of the flower they write their name and fill in the petals and leaves with the things they like about themselves. They might start off by writing in their notebook to gather ideas, since it is not always easy to come up with characteristics about oneself.
5. Once the petals and leaves have been filled out, the students start colouring the flower.
6. They now show their flower to their neighbour and explain it to them. They take turns. Then they ask their neighbour if he or she can give them their flower. They walk around the classroom with this flower and tell another student about the potential of the student whose flower they have in their hands.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 2

### OUR FIGHTING AND MAKING UP STORIES

#### Goal

Students learn to resolve conflict peacefully instead of fighting. They gain some experience with role play.



#### Time needed

45 minutes



#### Social settings

- Group work
- Plenary discussion



#### Preparation

Enough space to rehearse the play; Blank paper sheets; Colouring pencils; Water colours



#### Module 1

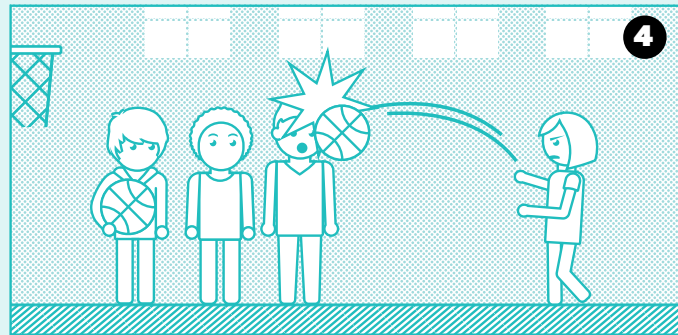
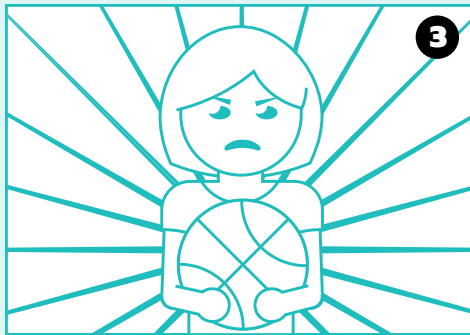
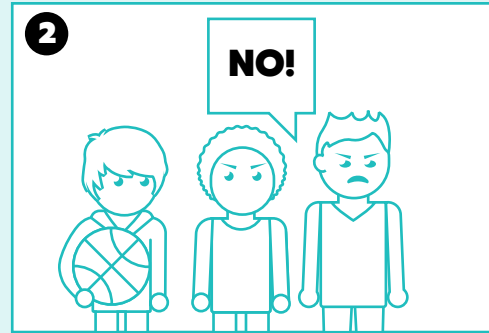
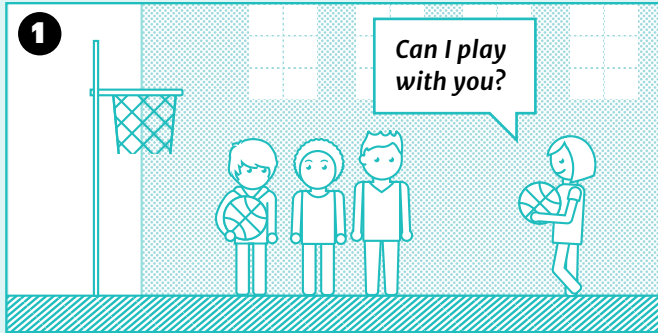
Self-knowledge and knowledge of others

#### LESSON DESCRIPTION

1. Groups of four students are formed. Each member of the group tells when he/she had a fight and why. Together the group decides which fight they will act out, e.g.:
  - fighting over a toy
  - fighting over who is playing with whom
  - fighting over books or tools in the classroom
  - fighting because someone said something nasty
  - because someone has abruptly ended the friendship
2. Each group discusses a peaceful solution for this conflict. Is there only one way?
3. They think about who will play which person. They rehearse their play several times.
4. The teacher supports the students in rehearsing the role play. He or she invites each group to act in front of the class. If there is enough time (or as a homework task), the students can draw a picture story of their fight (4 pictures).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 3

# OUR CONTRACT OF RULES

### Goal

The students understand that jointly developed rules help us to avoid problems. They apply the rules of group communication and learn to accept different opinions.



### Time needed

45 minutes



### Social settings

- Pair work
- Plenary discussion



### Preparation

Enough room to sit in a half circle;  
Copies of the handout "rules are important" (see materials for students);  
Large size paper for the poster "rules are important". Empty contract-poster (see materials for students) for the contract of rules.



### Module 1

Self-knowledge and knowledge of others

### LESSON DESCRIPTION

1. The students form pairs. Each group receives a copy of "rules are important" (see materials for students). Together they read the text.
2. Each group marks the laws they have agreed on with a circle. They compare their results with other pairs' results.
3. Now each pair thinks about which rules they want to have in class. They write them down on small slips of paper.
4. Each pair attaches their paper slips to the blackboard or to a wall. The class sits in a semi-circle in front of the blackboard or the wall.
5. The teacher suggests sorting the similar suggestions into categories. The students give hints.
6. In a discussion, the students decide which rules should be put in a contract. The slips which will not be in the contract are removed from the blackboard or the wall.
7. The teacher starts a discussion by asking the following questions:
  - How do the rules help us for living and working together?
  - Why do we need them?
  - Are the rules fair to everybody?
  - Are there situations when one must change a rule?
  - Who should make the rules and why?
  - What happens if we do not follow the rules?
8. The teacher hangs a blank poster on the wall. Together they write the laws they have decided on the poster (see materials for students).
9. Everybody signs the poster.
10. The poster is displayed in the classroom.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Sensible and senseless rules

- |  |                                       |
|--|---------------------------------------|
| • <i>Respect everyone in class</i>         | • <i>Always win a game</i>            |
| • <i>Be the best student</i>               | • <i>Let the weaker students lose</i> |
| • <i>Let everybody participate</i>         | • <i>Be polite</i>                    |
| • <i>Let everyone do what he/she wants</i> | • <i>Create a good atmosphere</i>     |
| • <i>Be fair</i>                           | • <i>Avoid conflicts</i>              |
| • <i>Keep the classroom tidy/clean</i>     | • <i>To not use violence</i>          |
| • <i>Make the classroom a mess</i>         | • <i>Not to bully anybody</i>         |

### Contract of rules



**BE FAIR**

**LET EVERYBODY  
PARTICIPATE**

**CREATE A GOOD  
ATMOSPHERE**

**AVOID CONFLICTS**







## TASK 4

# CHANGES IN THE STUDENTS' LIVES

### Goal

The students prepare themselves for their future life in the gymnasium. They analyse their personality. They think about which characteristics help them to succeed.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

Copies of the drawing of the valley with the missing bridge (see materials for students);  
Copies of the handout of the students with the backpack (see materials for students)



### Module 1

Self-knowledge and knowledge of others

### LESSON DESCRIPTION

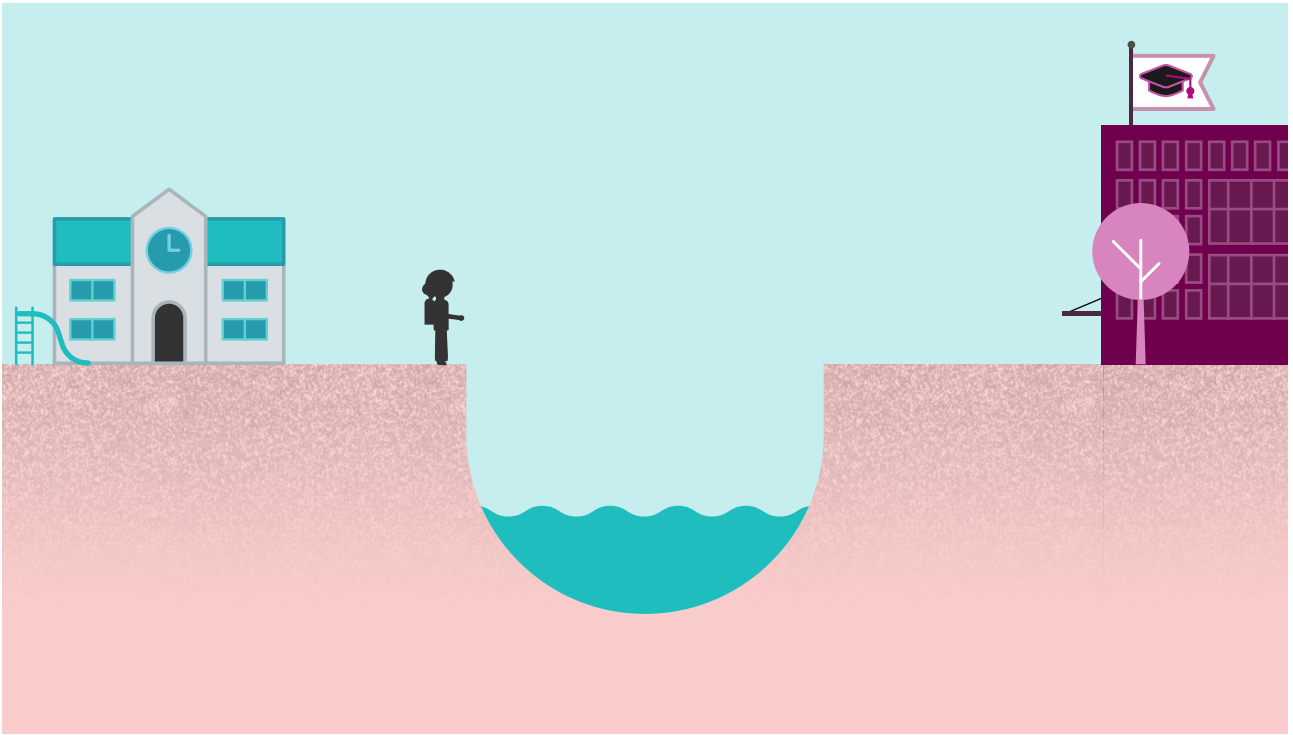
1. The teacher shows the class a picture of a group of young people who want to cross a valley. The teacher and students discuss possible ways to cross this valley, e.g. "walk down and then climb up again", "find a bridge", "build a bridge", etc. The students may come up with different ideas according to their personality, e.g. "brave", "prudent", "inventive", etc.
2. The teacher presents a similar picture with a valley, but on one side of the valley there is a symbol of 4<sup>th</sup> grade, on the other side of the valley is a symbol of the gymnasium (see materials for students).
3. The students receive a handout with a sketch of a student with a backpack or they draw it themselves (see materials for students). In the rucksack they need to pack the qualities needed to successfully reach the gymnasium. They ask themselves questions like: "What characteristics do I need so I can learn well?", "What motivates me?", "Which of those qualities do I already have?", etc.
4. In pairs or small groups, the students explain to each other what they decided to pack into their rucksack. The teacher ends the lesson by inviting the students to share what they experienced during this exercise. It is important that the teacher shows admiration for the student's achievements and ideas.





## 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

### DESIGN YOUR OWN FLAG

#### Goal

The students design a flag which illustrates their values and their dreams. They learn about the importance of values.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Group work
- Plenary discussion



#### Preparation

Blank paper sheets; Pencils; Colours; Pictures of flags; Information about the meaning of these flags; Outline of a flag either copied or on blackboard (see materials for students)



#### Module 2

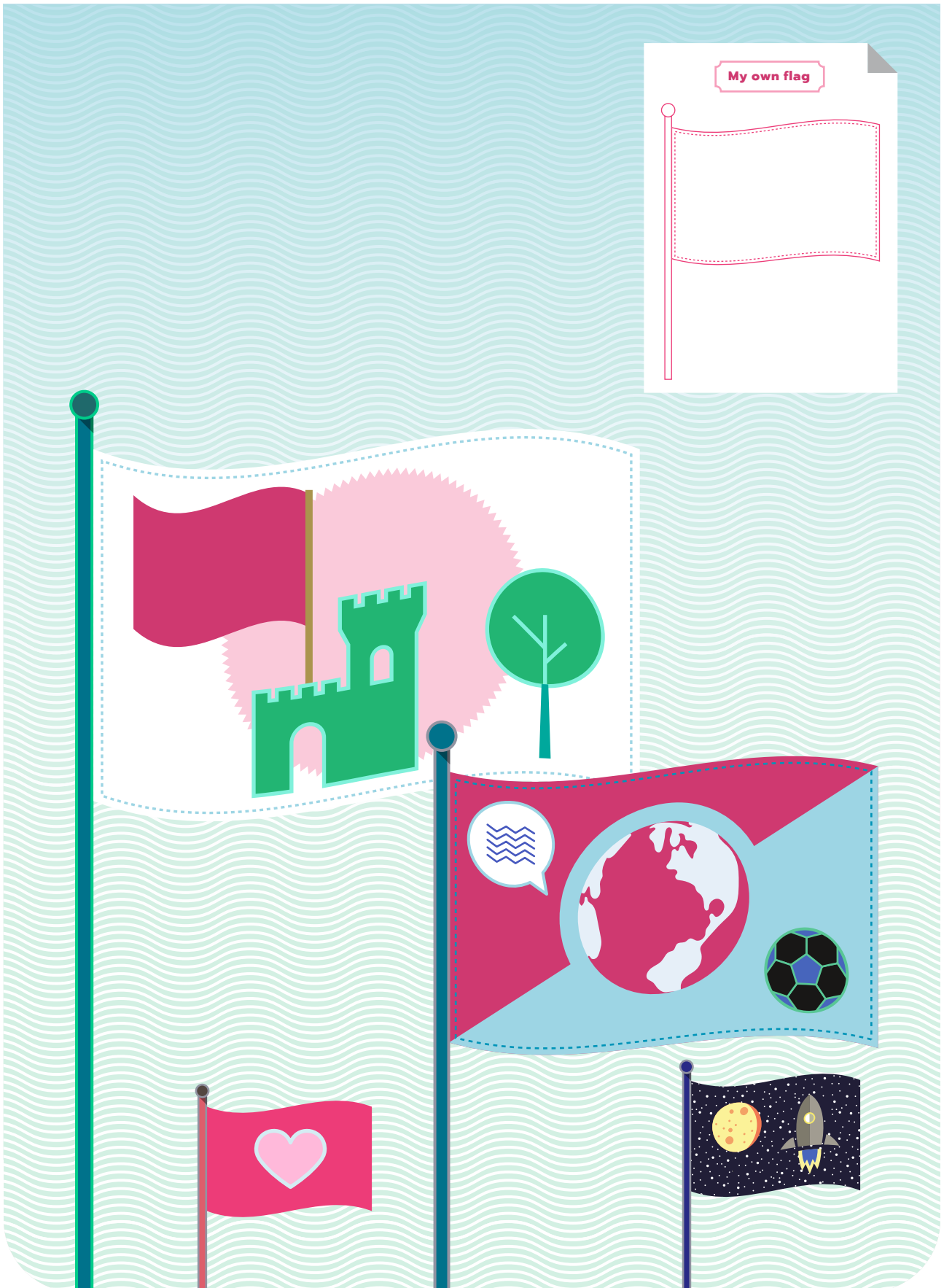
Ensuring quality of life

#### LESSON DESCRIPTION

1. The teacher shows some pictures of flags and explains the meaning: e.g. in South Africa, after Nelson Mandela was released from prison in 1990, a new flag was designed. The black, green and yellow colours represent Nelson Mandela's political party (African National Congress), the blue and white colour were taken from the old flag, the "Y" shape refers to the different cultures in the country.
2. The students receive an outline of a flag or they draw it themselves (see materials for students). They will draw a flag with symbols which stand for their personality.
3. The symbols must represent their goals, desires and values. But the values should also be common ground, e.g. respect, dignity, etc.
4. After the students have finished, groups of 4 to 5 students are formed. In each group the students tell the others what their flag means.
5. If there is time, each group can make a "group flag". What symbols represent the whole group?
6. If possible, display all the flags during the coming weeks in the classroom.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 6

### LEARNING RESOURCES

#### Goal

The students reflect on good learning habits. They learn to access their positive skills and they learn about the importance of support from parents and teachers.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary discussion



#### Preparation

Enough room for the plenary discussion so the students can see each other's faces



#### Module 2

Ensuring quality of life

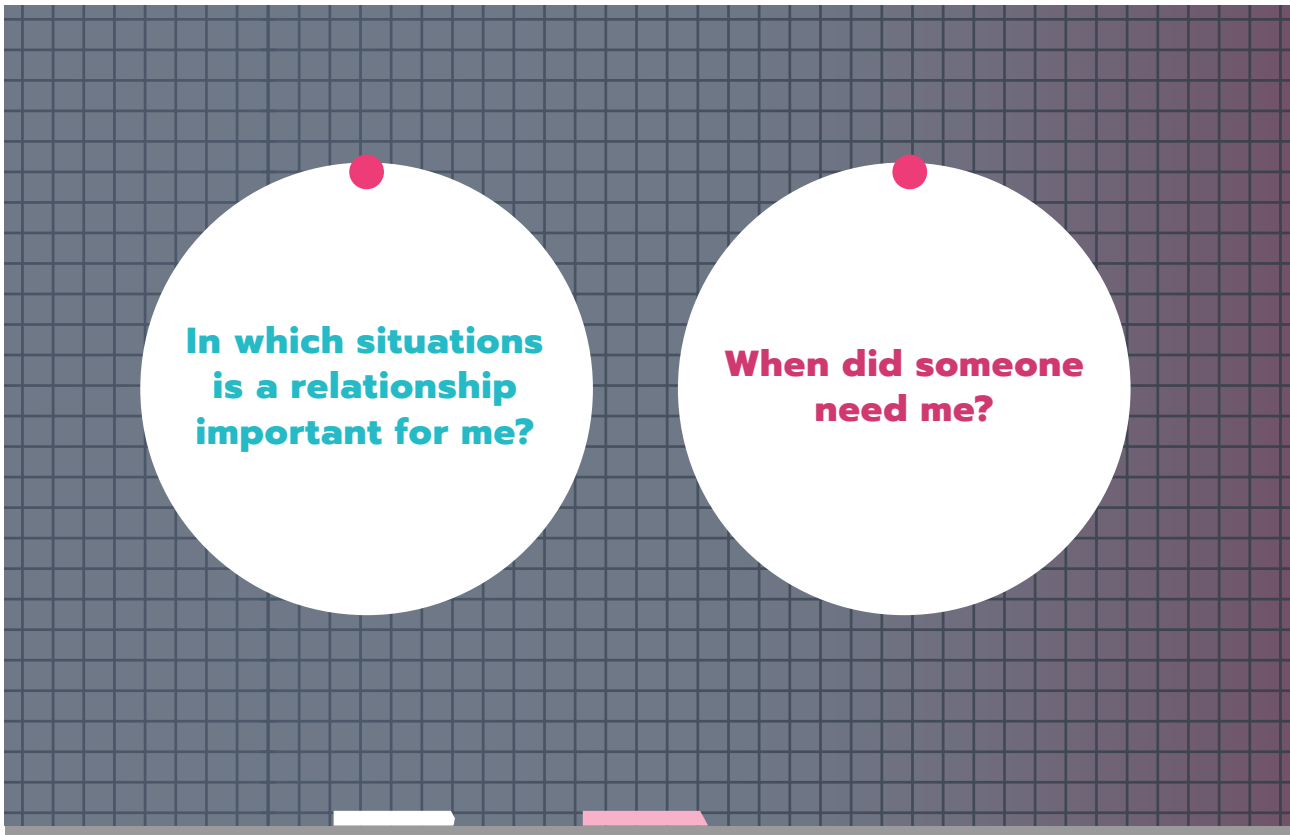
#### LESSON DESCRIPTION

1. The teacher gives a short input about the importance of relationships. He or she emphasises that we have relationships with many people: With our parents, siblings, extended family members, our friends at home and at school. Having relationships with other people is important, because these connections with other people can make us feel good about ourselves.
2. The students are now asked to open their notebooks and answer the following questions (written on the board or on a flipchart or displayed on the screen): "In which moments do I need relationships the most? Do I remember a specific moment?" And: "When did someone need me?" (It is generally good if students have time to write things down before discussing them. Then they are more likely to participate in the discussion. This is based on the method of "think-pair-share"). The students share their keywords with their neighbour. Then the teacher collects the answers from the whole class. He or she notes them down on the blackboard and puts them into clusters.
3. The teacher explains that when it comes to learning, each student at every moment has to decide whether he or she wants to depend on himself or herself or whether it's good to get support from parents, teachers or peers.
4. Each student receives the handout (see materials for students) and fills it out. The students then discuss their ideas with each other.
5. To end the lesson, the students sit in a big circle. The teacher starts a discussion about the importance of believing in themselves, the importance of support and that it is ok to ask for help.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



### Learning from others, learning with others

Learning from whom?	Situation/task/problem	Why is this helpful?
From myself		
From a peer, a friend, a colleague		
From parents, family members		
From my teacher(s)		



## TASK 7

# OUR ENVIRONMENT IN A BAG

### Goal

Students will write and illustrate ideas for helping to keep our environment clean on paper grocery bags that will be distributed at the local grocery store.



### Time needed

45 minutes



### Social settings

- Group work
- Plenary discussion



### Preparation

Circle of chairs for the plenary discussion; Big sheet of paper; Grocery bags (paper); Pencils, crayons, markers; Books about preserving the environment



### Module 2

Ensuring quality of life

### LESSON DESCRIPTION

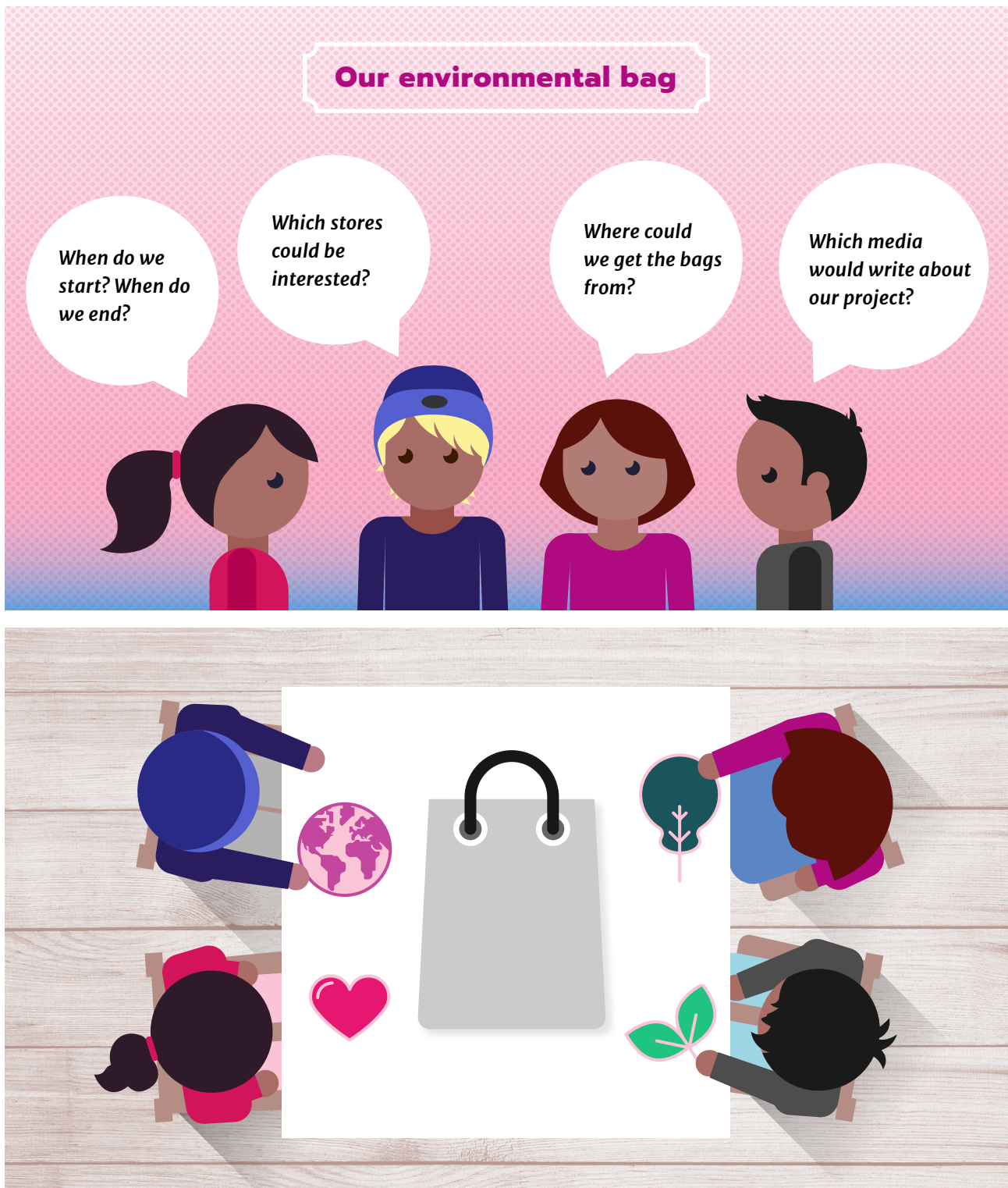
1. The teacher starts by introducing the project. It is to create designs for paper bags with logos and slogans that encourage sustainable consumption. The teacher explains briefly what a logo and what a slogan is. He or she can show examples. Through this task, the students are trained in project work. If students have no experience with project work, the teachers needs to give some instructions on project work. If the students have some experience, then they can proceed to form groups.
2. The students gather ideas about the following topics: How many bags do they need? How much time do they have? What ideas for the logos and slogans do they have? (see materials for students).
3. The goal of this lesson is to create the ideas for the logo and slogan for the bags, not yet to decorate the bags themselves. So, after having finished planning in teams, the ideas are presented in the plenary. The groups comment on each other's proposals, ask if clarification is needed and praise the ideas presented.
4. In the plenary, the students describe what type of additional materials they need to decorate their bags with (if any) and see whether the materials they need are in the classroom. The bags are either decorated as a team homework, or during any extra time the teacher might set aside.
5. An exhibition in the classroom or in the school will round off the project work.





## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



### What is a logo?

A logo is a graphic mark, emblem, symbol, or stylised name used to identify a company, organisation, product, or brand.

### What is a slogan?

A slogan is a short and striking or memorable phrase and has the attributes of being appealing to the audience.



## TASK 8

### ME AND MY BRAND: MY CONSUMER IDENTITY

#### Goal

The students understand that they are consumers. They become aware of the influence of advertisements on their consumer habits. They learn what a brand is.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary discussion



#### Preparation

Remind the students beforehand to bring old magazines, newspapers to this class; Empty paper sheets; Scissors; Glue



#### Module 2

Ensuring quality of life

#### LESSON DESCRIPTION

1. Students receive either the handout or they draw a table with four sections themselves (see materials for students). In the first section they write down and draw the name and icon of a brand they like. If there is time, they can illustrate their table with cut-out items and slogans from magazines and newspapers.
2. In the second and third section of the table they write down the external view: what do others think about them when they wear items from this brand?
3. In the fourth section the students note their personal view. How do they feel when they are wearing this brand?
4. The students read the questions. They prepare themselves for the group discussion (for guiding questions, see materials for students).
5. The teacher moderates the discussion. He or she stays neutral.
6. The teacher proposes a "no brand day". On this day, students should only wear things with no logo or brand name on it. How do the students react? Can you plan this day together?
7. At the end of the lesson, the teacher refers to the children's rights, especially the rights for personal development and safety. The teacher helps the students to understand the difference between the need for education and clean water and the desire for the newest sneakers and the coolest smartphone. It is important not to make the students feel bad about their desires.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Me and my brands

*A product from a brand that I would like to have:*

*What would people think of me if I wear or use this?*

*What would people possibly think about me, when I don't wear or use it?*

*How important is it really for me? What am I afraid of when I don't use brand items?*



### Questions for the discussion

*Are many answers similar? Why? Why not?*

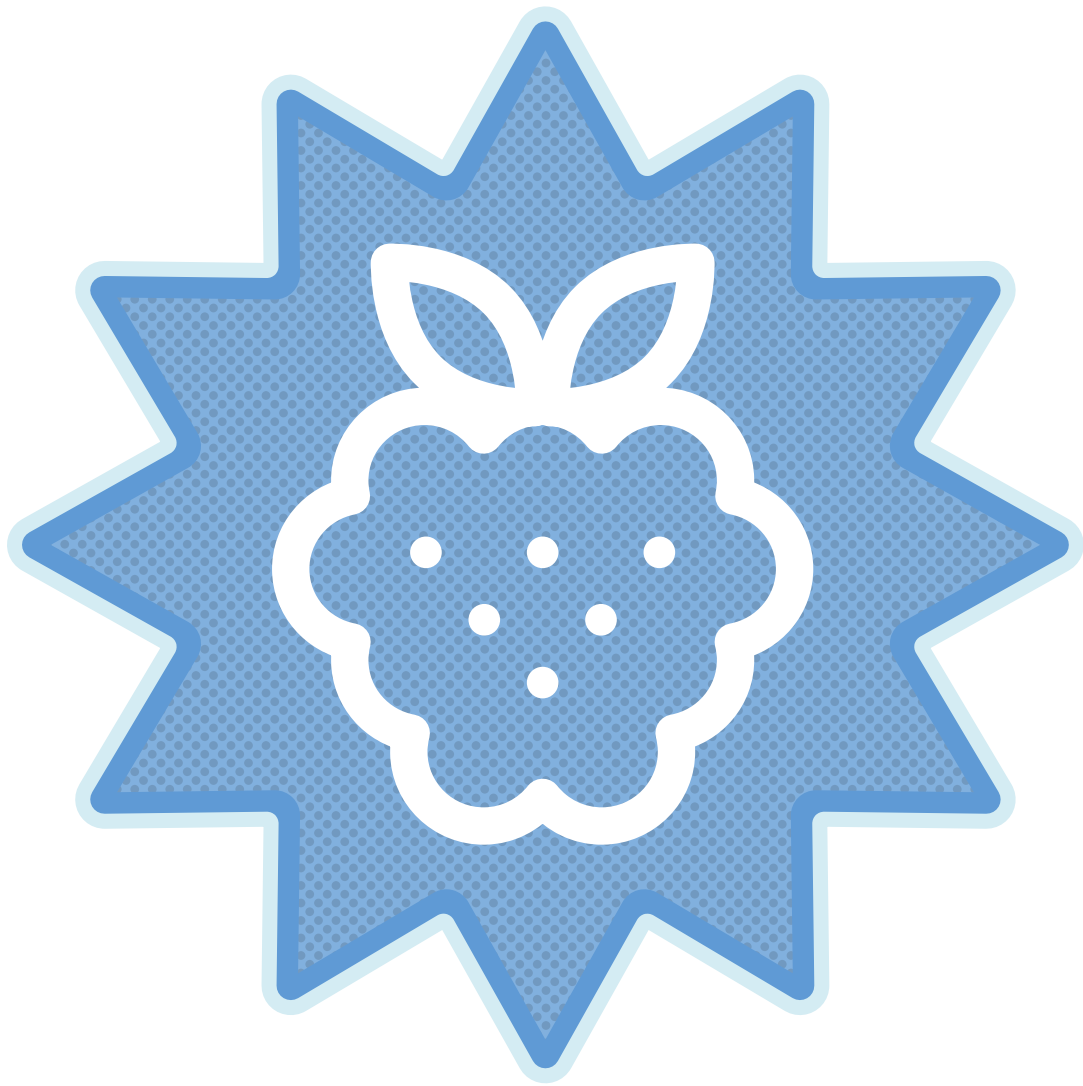
*In which ways does the brand influence the way people see each other?*

*Can you give reasons for why brands are imitated?*

*Why do you think so many teens like brands?*





**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

# BODY, MIND AND MOOD CHANGES IN PUBERTY

### Goal

The students reflect on what happens to their bodies and their minds during puberty. They understand that those changes are natural. They learn how to deal with these changes.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

A good quiet and trusting situation is needed for this class. Even though it is part of the curriculum to discuss this, it still might be good to inform the parents during a meeting about your plans. Print out handouts for all (see materials for students).



### Module 3

Healthy lifestyles

### LESSON DESCRIPTION

1. Since puberty is a private topic, it is important you are aware of this. As a man, you may want to conduct this class together with a female colleague and vice-versa. You could also invite a volunteer or an employee from a health centre for this class. Whoever supports you needs to be friendly towards the young people because it is a sensitive topic.  
The teacher can discuss these topics with the whole class, or he or she can split the class into boys and girls and lead the discussion twice.
2. The teacher distributes the printed handout (see materials for students). He or she might adapt it beforehand. The handout helps the students to understand the following: Whatever happens in the coming years is normal. It has consequences for the body and mind. Not everybody reacts the same way.
3. The teacher decides how he or she wants to lead the discussion (see point 4 and 5). It is important that students who do not want to say anything know that they do not need to talk.
4. These three steps could be followed:
  - Think (the students read the handout).
  - Pair (the students share their opinion about the topic with another student. It is important that all students find a peer. Since it is a delicate topic, the teacher can also move directly to the group discussion).
  - Share (group discussion).
5. The teacher can loosen up the discussion with humorous stories about his or her own puberty. This is a topic that is never finished. No final conclusions must be made in the discussion. Send a signal with the discussion that you can talk openly about puberty in this class and with this teacher.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

For girls and boys, puberty is a time of great shifts in body and in mind (and mood).

### Mind and Mood

1. Changes in your body and feelings may cause emotional distress.
2. You experience that your moods shift quickly.
3. Crying is not something you need to be ashamed of.
4. It helps to share your concerns with parents or friends. It can be reassuring.
5. Becoming more independent is part of your development.
6. You and your parents will realise that rapid fast shifts between "mature" and "childish" behaviour is normal.
7. The relationship with your parents will begin to change. This can cause struggles and disagreements.

### Tasks for the students

1. Underline words and sentences you want to have more clarity on, or you do not understand. Remember: Asking is a sign of intelligence.
2. Point out at least three points (from both body and mind) you will discuss and share with a peer from your class.

### Body

1. In both boys and girls, the voice changes during puberty.
  - *The changes are caused by a lengthening of the vocal cords.*
  - *For a short time, boys may be aware of a crackling or change in register in their voices. It may cause some embarrassment.*
  - *Although it is not as noticeable in girls, their voices change too.*
2. Sweat glands become more active.
  - *The perspiration itself is odourless, but bacteria on the skin cause unpleasant odours.*
  - *The bad odors can be prevented by good personal hygiene.*
3. Acne can change the appearance of the skin.
  - *Acne appears on the face, back and chest.*
  - *Acne occurs when sweat glands are blocked by plugs of oil secretions.*
  - *The best way to deal with acne is to keep the skin free of excess oil.*
  - *Frequent washing with hot water and soap, then rinsing with warm water, is very important.*
  - *Eating a well-balanced diet with a lot of fruit and vegetables is helpful.*
  - *Exercise stimulates blood circulation to the skin and may help improve the situation.*
  - *Squeezing pimples should be avoided because it bruises and damages the skin.*
  - *If acne becomes more severe, you need to visit a doctor for advice and support.*
4. Increased hormone production can lead to thoughts about sex and daydreaming.
  - *Some parents feel that this is a natural stage of development and not a matter for concern.*
  - *Other parents may feel that some daydreams or fantasies are wrong.*



## TASK 10

# HEALTHY LIFESTYLE

## DIFFERENT SOURCES OF INFORMATION

### Goal

The students analyse and compare promotion and advertising about healthy lifestyles and products. They learn to distinguish between public health information and the economic interest of companies.



### Time needed

homework  
45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

Articles and photos about a healthy lifestyle (see lesson description, step 2); Sheets of paper; If possible computer and Internet access; Circle of chairs for the plenary discussion



### Module 3

Healthy lifestyles

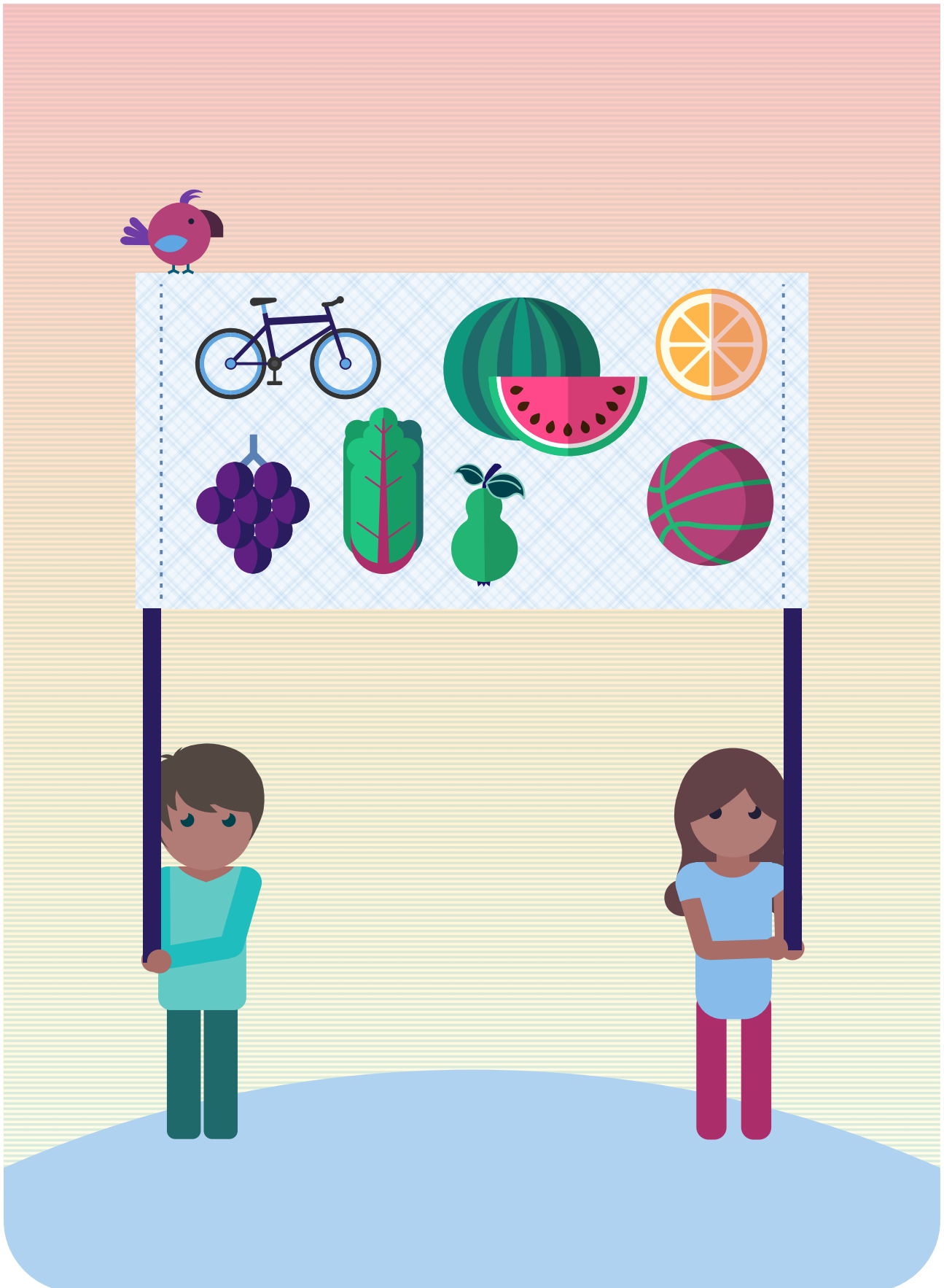
### LESSON DESCRIPTION

1. Promoting healthy lifestyles has become a business. On the one hand, it is great: more people, authorities, schools, and companies are aware of the importance of a healthy lifestyle. The students nevertheless need to stay critical towards all types of influence. That is why in this class they start learning about different types of information and the interests behind them. This is not to say that companies do not provide valid information. But we all need to know who is providing the information and that we need to compare it with other sources.
2. The teacher gives the students a homework assignment beforehand: the students should look for articles and photos about a healthy lifestyle in newspapers, magazines and leaflets. They can also search for them on the Internet. Alternatively, the teacher can search for such information on the Internet together with the students during the lesson. However, for this he or she must provide a computer with an Internet connection and a printer.
3. The teacher and the students try to sort the articles and photos according to different topics, e.g.:
  - Food proposals, sport proposals, behaviour proposals
  - Materials from: authorities, specialists, companies
  - Information (facts) or advertisement?
  - Type of people on the pictures, e.g. young, old, beautiful, not healthy
4. After each setting, you moderate a joint "thinking aloud" process:
  - What is surprising?
  - What type of healthy lifestyles are shown or promoted?
  - What makes me feel bad, sick, well, superior? Who promises what to me?
5. In teams, the students create a poster in which they promote healthy lifestyles for the school. This might be an extra curricular activity, or you can make it part of art education.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 11

# PHYSICAL AND MENTAL EFFORT

### Goal

Students explore the balance between physical and mental activities. They develop their self-knowledge and their self-evaluation.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

Handout "Balanced Life" copied or on blackboard (see materials for students)



### Module 3

Healthy lifestyles

### LESSON DESCRIPTION

1. The teacher starts a discussion about what makes a good life. The teacher writes various items on the board such as "food", "money", "clothes", "health", "exercise", etc.
2. The teacher discusses with the students what the term "balance" means. After a short discussion the teacher refers to the definition in the dictionary.
3. The teacher starts another discussion. He or she explains why a balanced life is better than a life that has too much of one thing or not enough of another.
4. The teacher introduces the handout "Balanced Life" (see materials for students).
5. He or she asks the students to analyse and reflect on the level of balance in their lives.
6. To finish, the class reflects on having a balanced lifestyle that combines mental, physical and social activities.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Balanced Life

Activity (physical and mental)	Health value
<b>Mental activities:</b>	
<i>An hour of intensive learning</i>	
<i>Reading an interesting book</i>	
<i>Developing a project</i>	
...	
<b>Social activities:</b>	
<i>Sitting with friends and playing a game</i>	
<i>Talking to my friend when I am sad</i>	
<i>Baking a cake together</i>	
...	
<b>Physical activities:</b>	
<i>Running 5 km three times a week</i>	
<i>Dancing</i>	
<i>Breathing fresh air in the morning</i>	
<i>Walking or taking the bike to school</i>	
...	





## TASK 12

# CHILDREN'S RIGHTS – WHEN IS WORK NOT HEALTHY ANYMORE?

### Goal

The students learn that children are by law not to be exploited through physical work. They distinguish between helping at home and being exploited, which means being kept away from accessing education and a good childhood.



### Time needed

45 minutes



### Social settings

- Plenary discussion



### Preparation

Inform yourself about Article 32 of the "Convention on the Rights of the Child (CRC)"; Examples of different types of labour on slips of paper; Space for a big circle of chairs



### Module 3

Healthy lifestyles

### LESSON DESCRIPTION

This lesson is based on Article 32 of the "Convention on the Rights of the Child (CRC)": "Every child has the right to be protected from exploitation and work that could damage their development. The state has the duty of determining a minimum age for the permission, the hours and working conditions."

1. The students sit in a circle. The teacher presents around 20 cases of "child labour" on big slips of paper each, e.g.: Walking the dog, manufacturing carpets, washing dishes, picking apples, cleaning the shoes of the whole family, cleaning one's own sneakers, taking care of siblings every night ...
2. The teacher shows each slip to the whole class, then puts it on the floor.
3. The teacher asks the students to arrange the paper slips in an order. First, they discuss the order, e.g.: "Work I like to do", "Work I don't like to do". The students propose their ideas about how to order the slips of paper.
4. Then the teacher writes two new titles, each on a piece of paper: "Work not allowed for children" and "Work allowed for children". The students rearrange the slips and the teacher introduces CRC Article 32.
5. At the end of the lesson the teacher emphasises that children's rights are valid in the country they live in.
6. The teacher summarises the list of the forbidden labour/work and the list of work that is part of children's responsibilities in families.
7. Optional or as home task: Print the children's rights cards from [living-democracy.com/childrens-rights-cards](http://living-democracy.com/childrens-rights-cards) and print them on A4 or A3 paper. The students colour them in and hang them on the wall.

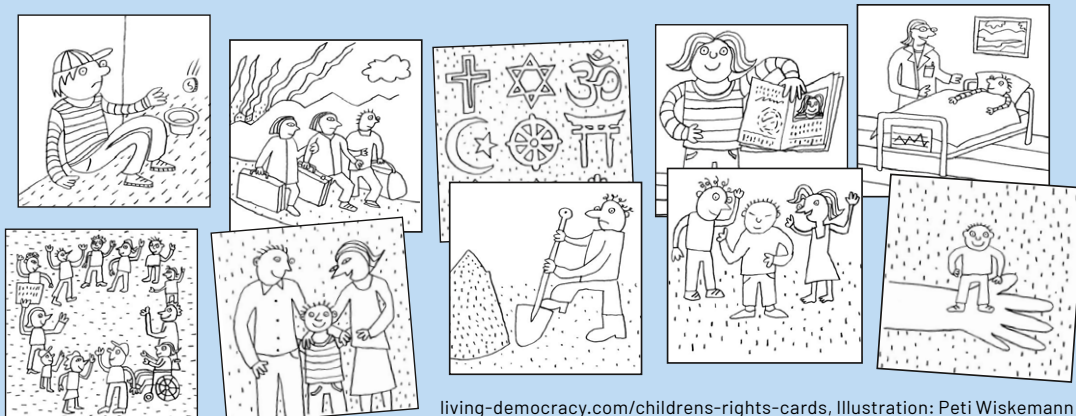


## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

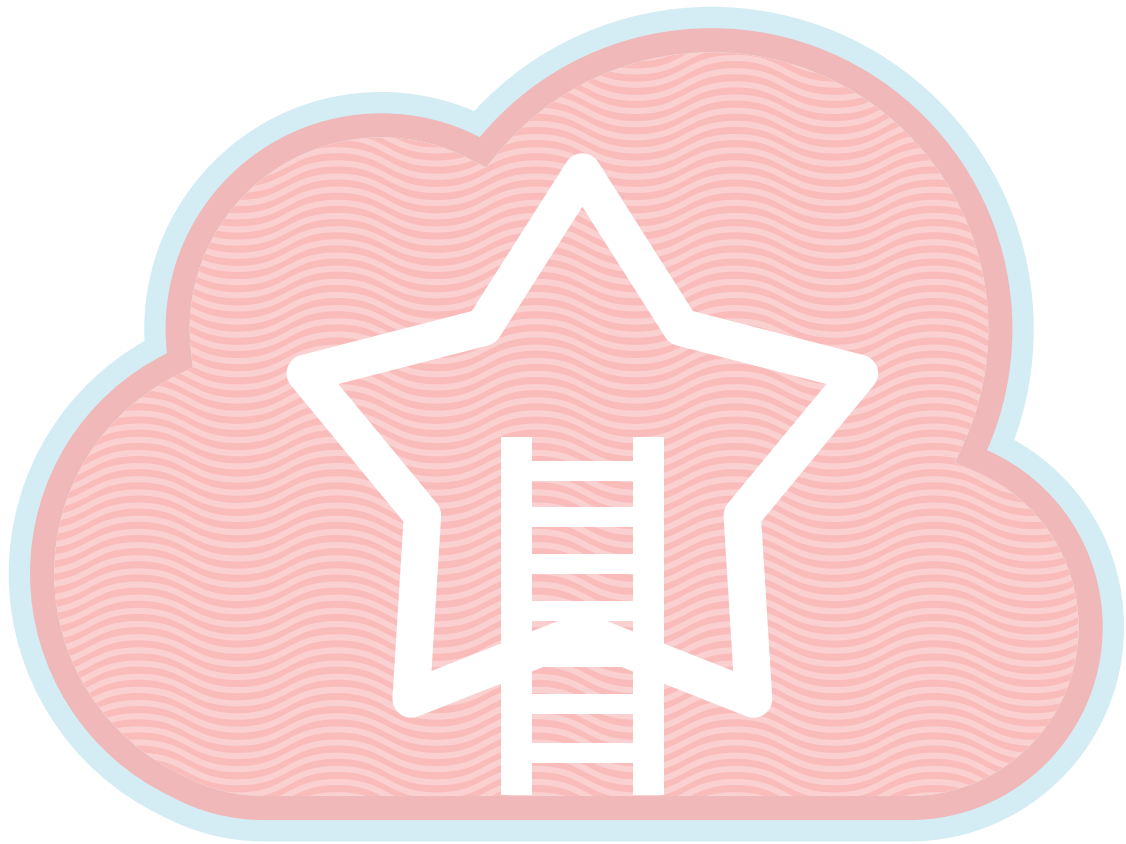


### Children's rights cards



[living-democracy.com/childrens-rights-cards](http://living-democracy.com/childrens-rights-cards), Illustration: Peti Wiskemann





## MODULE 4

# DESIGNING PERSONAL CAREERS AND DEVELOPING ENTREPRENEURIAL MINDSETS

"Designing personal careers and developing entrepreneurial mindsets" focuses on understanding career prospects from a labour market perspective, career planning and career decision making, entrepreneurship as a career option, etc.



## TASK 13

# THE THINGS I AM GOOD AT

### Goal

The students reflect on their own abilities and preferences and learn more about their own personality and those of their peers.



### Time needed

45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

A copy of the handout for everyone (see materials for students);  
Pencils; Colours



### Module 4

Designing personal careers  
and developing entrepreneurial  
mindsets

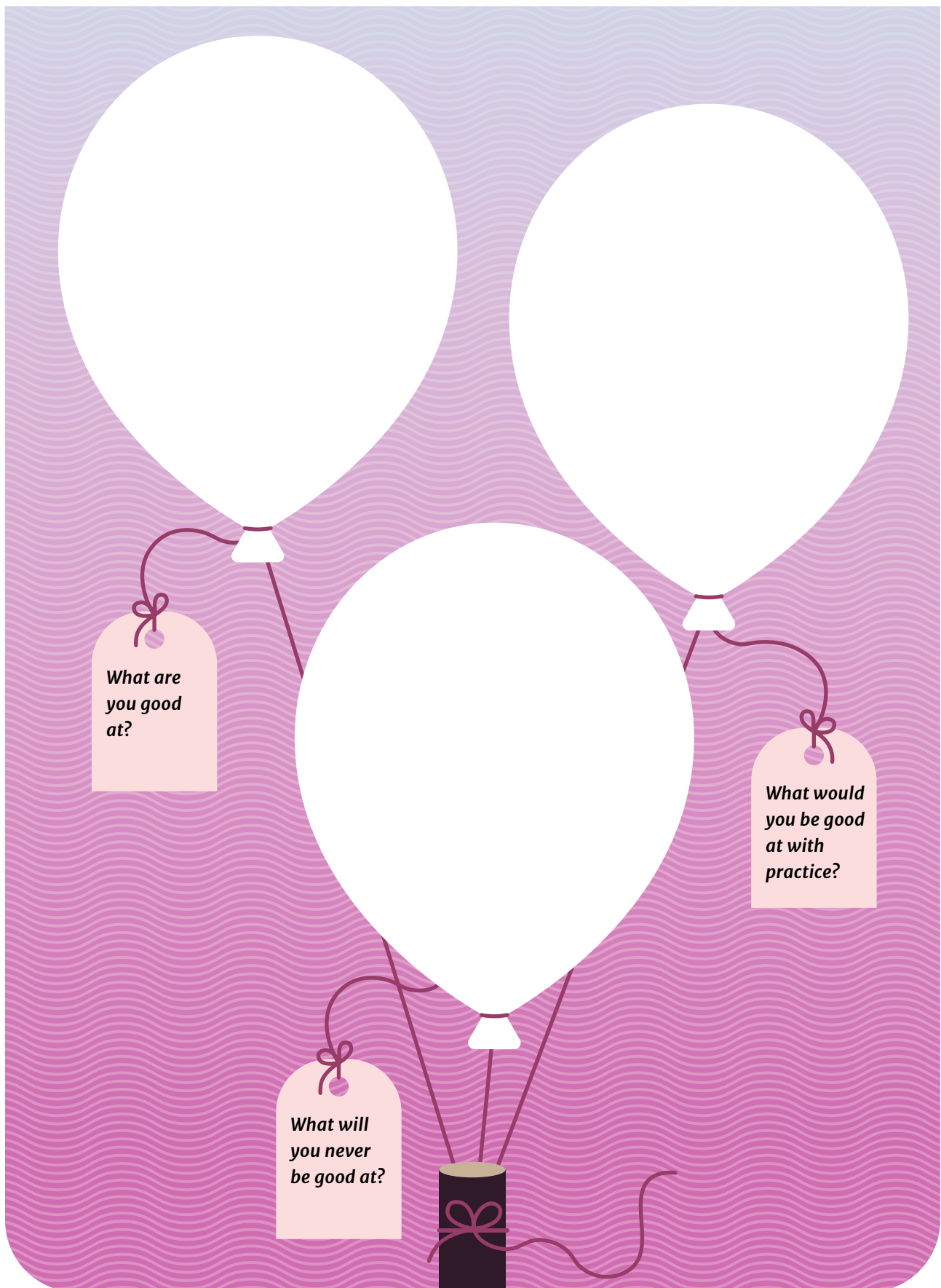
### LESSON DESCRIPTION

1. The teacher writes three questions on the board:
  - What are you good at?
  - What would you be good at with practice?
  - What will you never be good at?
2. The teacher gives every student the handout and explains the task. The students work individually and write down the areas they perceive themselves to be good at. They note down the ones they want to improve with practice and the ones they think they will never be good at. It will not be so easy for some students to come up with many proposals (e.g. learning areas but also practical skills, instruments, household tasks, etc.). The teacher supports them.
3. When they have finished, they share their thoughts with each other and show the teacher.
4. In pairs, they discuss their similarities and differences, their self-perception and their perception of the other person.
5. Finally, they also colour in their handout, put their name on it and display it in the classroom. If there is time left, a group discussion can take place where some examples are shared voluntarily.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 14

### WHAT DO I LEARN IN SCHOOL FOR MY PROFESSION?

#### Goal

The students learn to analyse the school subjects from the perspective of their favourite profession. They analyse relevant competencies and reflect on their own performance.



#### Time needed

45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary discussion



#### Preparation

Enough space to stand in a circle in the classroom; Approx. 12 small paper slips for each team. Copies of the handout (see materials for students).



#### Module 4

Designing personal careers and developing entrepreneurial mindsets

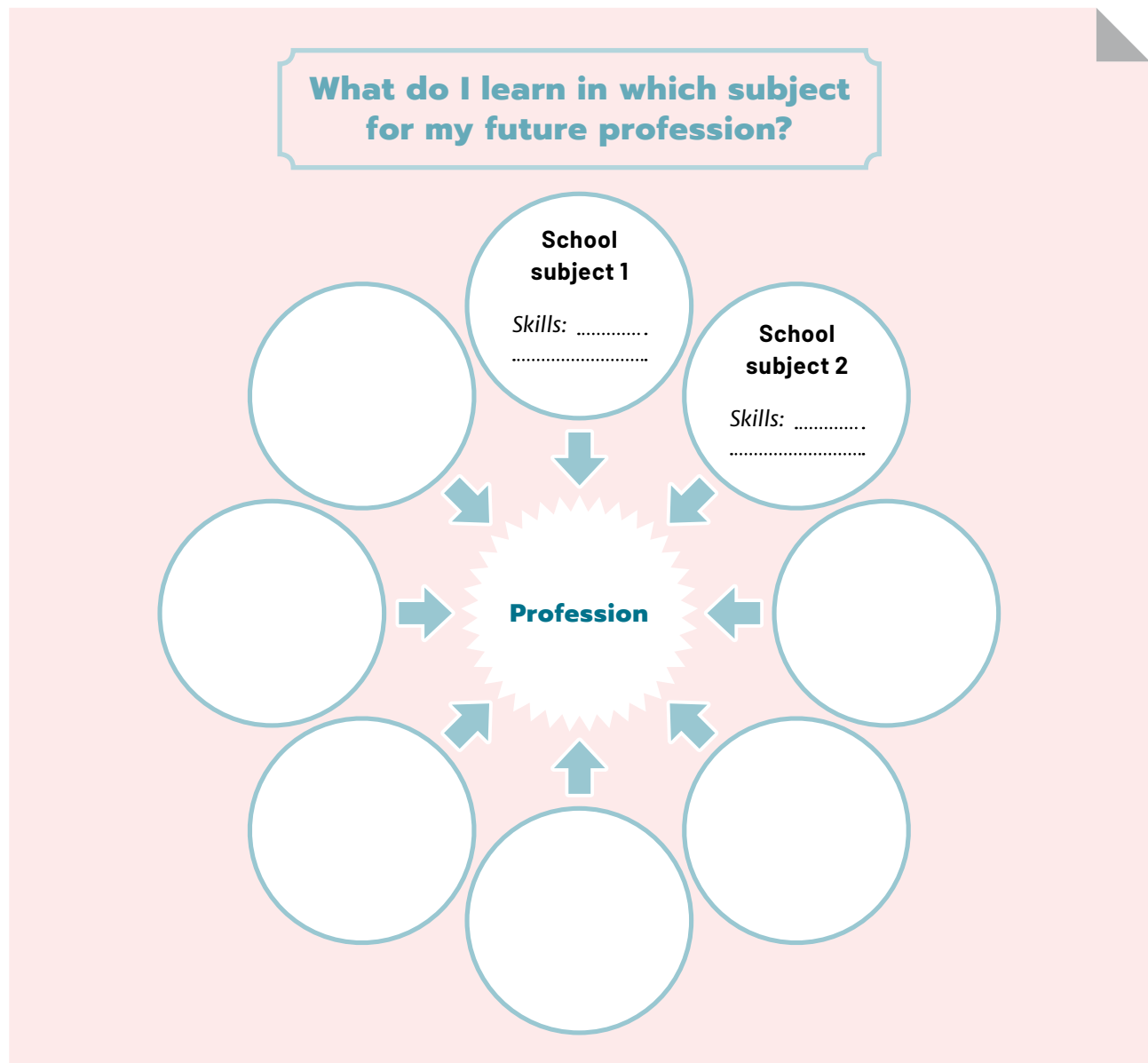
#### LESSON DESCRIPTION

1. The teacher begins the lesson by asking the students what kind of career they dreamt of as a child. He or she asks questions such as:
  - "Who inspired you to aim for this career?"
  - "Do you still want to have this profession?"
  - "If you are going for another career now, what made you change?"
2. In pairs, the students tell each other what profession they wish to go for and collect as many skills as possible needed in the two professions. Each skill will be noted on a slip of paper. The teacher decides, if "skill" needs to be explained by examples (salesperson: communicative, informed, friendly, multilingual, outspoken, etc.).
3. The teacher now places the names of school subjects on the floor and asks the students to move the skill-slips to the subject they can be learned, practiced and applied in. This step might need some explanation and support from the teacher.
4. The teacher gives the handout to the students (see materials for students). They first decide which profession they want to choose for the exercise (inner circle) and fill in the outer circles with the names of all the subjects they have in school. Then, inspired by the exercise in the plenary discussion, they consider the skills necessary for the exercise of their profession and note them into the matching subject circles. The pupils are given the opportunity to discuss their ideas with their peers during this work phase.
5. The students then discuss (first on the handout in written form, then in the plenary) the key questions (see materials for students).
6. Finally, there is an open discussion with free contributions about what is expected of the school, the subjects, the teachers and oneself, in order to be prepared for a profession.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



### Questions for the students

*In which subjects can I learn a lot for my chosen future profession?*

*What have I already learned?*

*To what extent am I satisfied with my performance in these relevant subjects for my chosen profession? What could I improve?*

*What do I expect from the teacher(s)?*



## TASK 15

### THE VALUE OF WORK

#### Goal

The students learn about different professions.



#### Time needed

45 minutes



#### Social settings

- Pair work
- Group work
- Plenary discussion



#### Preparation

Invite some professionals to the class or plan to visit some professionals on site; Handouts to prepare the students for the interview (see materials for students)



#### Module 4

Designing personal careers and developing entrepreneurial mindsets

#### LESSON DESCRIPTION

The teacher invites 3 to 4 representatives from different professions to visit the class. Arranging visits takes time. The success of this lesson depends on the teacher's planning and preparation. Alternatively, the class can also visit some professionals in their company or business. This is only worthwhile if the people receiving the students are willing to talk to them.

1. The teacher introduces all the professionals to the class.
2. The students form as many groups as there are visitors in the class. With the support of the handout, each group interviews "their" visitor for about 10 minutes. This is not much time so you have to be well prepared. Decide who in the team will be the main interviewer and how you will take turns taking notes. If the interviewed person allows it you can take a picture of him/her.
3. Together with the visitor the teams now prepare informative, funny and interesting presentations.
4. The teams present "their" professions in the plenary discussion.
5. The guests give their feedback and, if necessary, add what they still would like to say about their work.
6. A student officially thanks the guests for being here.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



### Interview questions

How did you get into your profession?

What do you have to do in your job?

What is a standard day like?

What do you like best about your profession?

What do you like least about your profession?

What skills and experience are required  
to be successful in your work?

What types of qualifications are appropriate  
for this profession?

What are the development possibilities in this profession?

What is it that makes people happy to work here?





## TASK 16

# TO BE OR NOT TO BE A VOLUNTEER?

### Goal

The students understand the essence of voluntary work and different activities.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Group work
- Plenary discussion



### Preparation

Handouts printed for everybody (see materials for students); Step three of the handout is copied on the board or displayed on the screen (see materials for students)



### Module 4

Designing personal careers and developing entrepreneurial mindsets

## LESSON DESCRIPTION

### Sequence ①

1. The teacher asks the students to form pairs. Each pair is asked to think about a definition of volunteer work. Some pairs are asked to write it on the blackboard. After this the teacher gives each student the handout with the definitions of volunteer work (see materials for students). The students can prepare their definition on their own.
2. Each team answers the question which deals with which work can be done as a volunteer (see materials for students, step 2). Some students will need support, since not all students of this age have already done volunteer work.
3. Now the students begin the planning phase. The questions of step 3 (see materials for students) will help to narrow down the possibilities. They take these questions home as a homework task and interview a parent, grandparent, a neighbour or a friend who has experience with volunteer work.

### Sequence ②

1. The teams share their interview results with each other.
2. The teacher starts a discussion with the whole class. He asks questions such as:
  - "What type of volunteer work is being done?"
  - "Are there similarities?"
  - "Did they volunteer when they were young, or still now?"
  - "Who is the target group of the work?"
  - "How did the interview go?"
  - "Was it easy to discuss and get answers?"
3. At the end of the class the teacher asks who is ready for volunteer work, what type of work it shall be, who will profit from it and when it might start?



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ① and ②

### Volunteer work – what you need to know in 4 steps

#### Step 1

##### What is volunteer work?

Volunteering is described as an unpaid activity where someone gives their time to help a not-for-profit organisation or an individual whom they are not related to.

#### Step 2

##### What type of work can be done?

First, ask yourself if there is something specific you want to do. For example, do I want ...

- ... to make it better around where I live?
- ... to meet people who are different from me?
- ... to try something new?
- ... to do something with my spare time?
- ... to see a different way of life and new places?
- ... to have a go at the type of work I might want to do as a full-time job?
- ... to do more with my interests and hobbies?
- ... to do something I'm good at?

#### Step 3

The following questions can help you to plan a volunteering work:

- Would you like to work with people, or would you rather work on your own?
- Are you better behind the scenes or do you prefer to take a more visible role?
- How much time are you willing to commit?
- How much responsibility are you ready to take on?
- What skills can you contribute to this volunteer opportunity?
- What causes are important to you?

#### Step 4

Four tips to get the most out of it for the others and for yourself:

- Ask questions.
- Make sure you know what is expected.
- Do not be afraid to make a change.
- Enjoy yourself!







**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

### FIRE!

### STOP, DROP, ROLL!

#### Goal

The students learn some basic techniques to protect themselves in case their clothes have caught fire.



#### Time needed

- ① 45 minutes
- ② 45 minutes



#### Social settings

- Group work
- Plenary discussion



#### Preparation

Enough room for everyone to move around (if possible, a gym or outside on a lawn)



#### Module 5

Personal safety

#### LESSON DESCRIPTION

##### Sequence ①

The teacher starts the lesson by giving some information about the danger of fire. He or she explains that being close to a fire can be pretty scary. The teacher asks the students if they know which rules to follow to avoid fires. The teacher also explains that in case one catches fire the natural instinct is to run away quickly. But running actually is the wrong reaction because through running the fire consumes more oxygen, thus the flames become bigger.

The teacher explains three steps one should take if one has caught fire:

- stop what you are doing immediately
- drop to the floor
- roll around till the fire extinguishes

The teacher explains that the fire is extinguished because the flames are no longer oxygenated by rolling on the floor.

The group claps and they say in a chorus: "Stop, drop, roll!"

The teacher explains that they will exercise the above steps. Imagine your clothes are on fire. Every time a pair of students gets the signal that their clothes are on fire, they drop to the floor and then roll. After they are done, the next pair follows.

##### Sequence ②

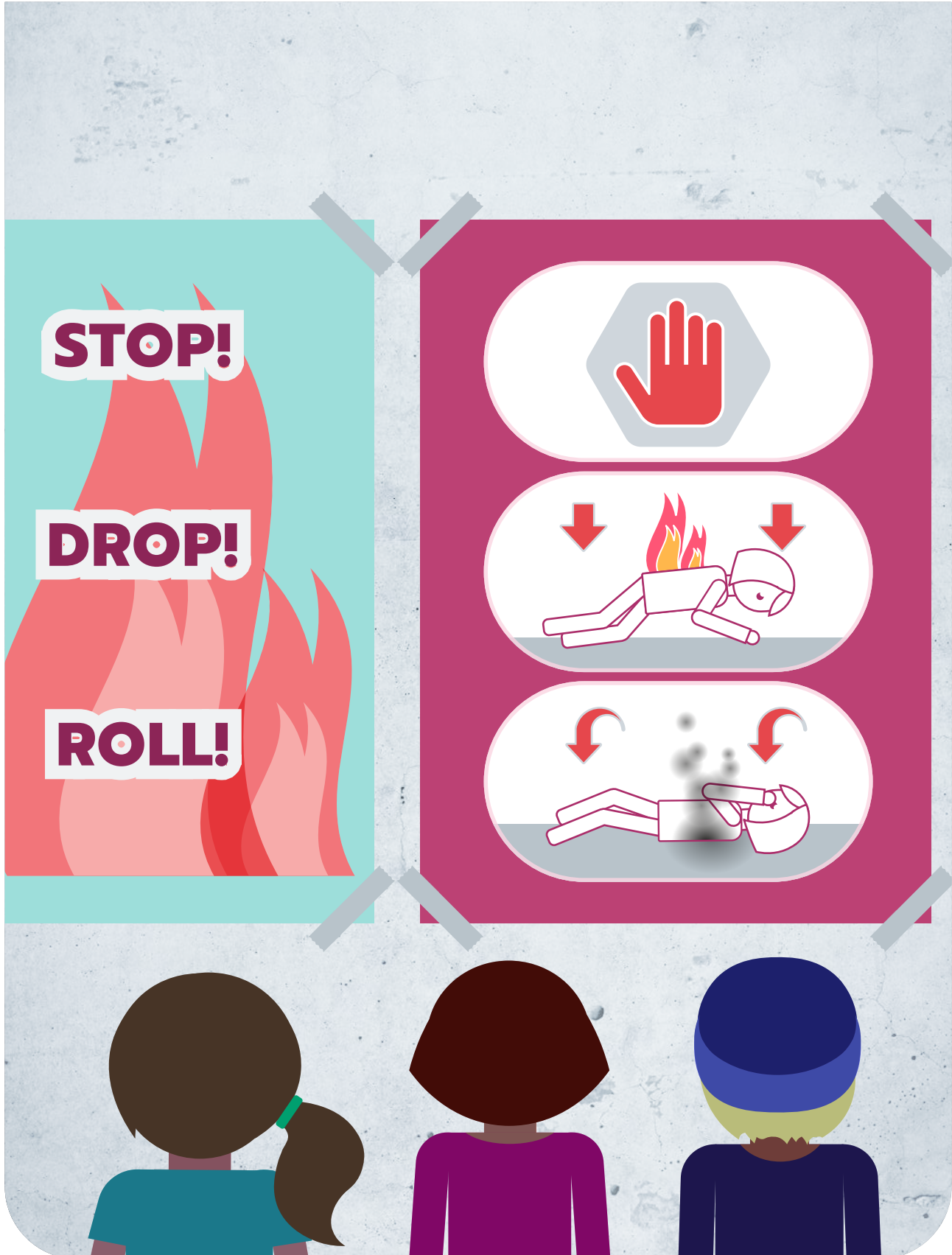
1. The students design in small groups big posters illustrating the three steps: "Stop, drop, roll!"
2. They place these posters around the school or at home.

Tip: A firefighter could be invited to the class. He or she could speak about his or her profession and why he or she chose it.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ① and ②





## TASK 18

# RISKS ON THE STREET

### Goal

The students learn about dangers in traffic and how to be aware of them.



### Time needed

45 minutes



### Social settings

- Pair work
- Plenary discussion



### Preparation

Collect information about road safety around the school;  
Colouring Pencils; Paper, Scissors



### Module 5

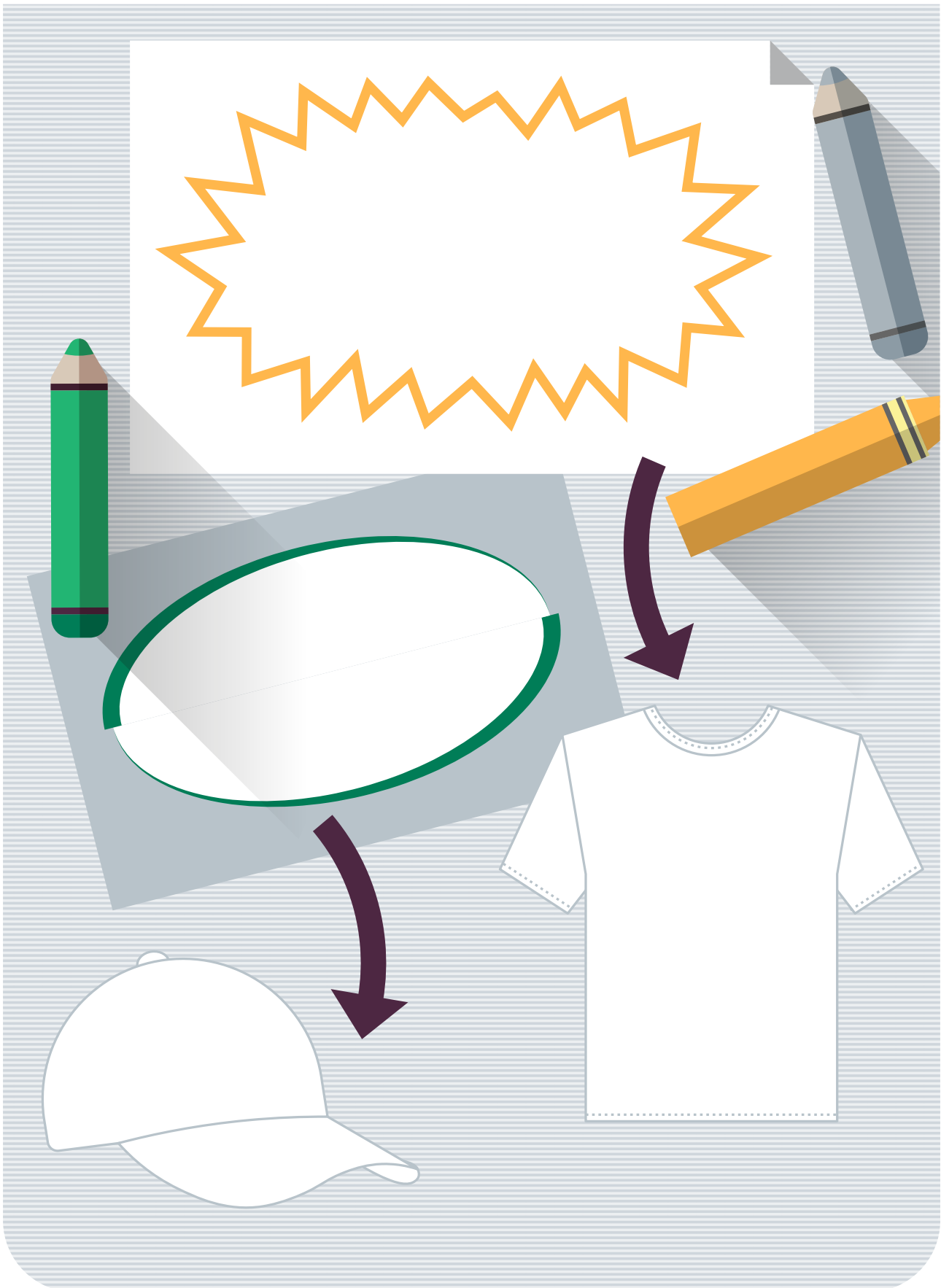
Personal safety

### LESSON DESCRIPTION

1. First you must be aware of the safety situation for preteens and teens worldwide. As distracted pedestrians, preteens and teens account for 50 percent of child pedestrian injuries. One of the reasons is that parents and teachers speak with them less about safety as they get older. Have a discussion in class about this fact and ask them when they had their last family discussion about street safety.
2. Ask the students to raise their hand if they have a cell phone, music player, or any other electronic device they carry with them to school. Ask the students to raise their hand if they use these devices as they are walking and crossing the street. You give them now very simply and straight forward the following advice: "Taking a moment to lower your cell phone, headphones or any electronic device before crossing the street could be the difference between life and death."
3. They now shall talk in small teams, how they could convince friends, colleagues (or themselves) to start saving lives.
4. The teacher asks the students to come up with a "cool" motto that would be worthwhile being printed on caps or T-shirts to prevent terrible accidents.
5. Start a contest in school for the best slogan (homework task).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





## TASK 19

# EXCEPTIONAL SITUATIONS: AN EARTHQUAKE

### Goal

The students can imagine what kind of damage an earthquake could cause to the school. They learn about the dangers of earthquakes.



### Time needed

45 minutes



### Social settings

- Pair work
- Plenary discussion



### Preparation

Gather information about earthquakes; Empty paper sheets; Print handouts for everyone (see materials for students)



### Module 5

Personal safety

### LESSON DESCRIPTION

1. In many countries severe earthquakes are a rarity, but it still makes sense to talk about them. Getting information about disasters and talking about how to act removes a lot of fear. Five groups of students are formed. Each group discusses what the cause of an earthquake is. The teacher has some facts about earthquakes ready.
2. Each group now works on a topic on one empty sheet. The topics are listed on the handout (see materials for students). Each group collects ideas about what could happen and writes them down.
3. The teacher hands out the full handout to all students. They now compare their lists and discuss about them.
4. The whole class sums up all the insights gathered during the group work. The teacher asks if the students know whether the school has a plan for dealing with a disaster. If yes: When have they trained for the eventuality? If no: Why is this training missing? The teacher suggests to the class to write a letter to the headmaster and ask about it.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### The effects of an earthquake

#### Group 1

##### Inside the classroom and hallways

- Overturned bookcases, furniture and appliances
- Falling objects from shelves and walls
- Falling glass from broken windows
- Collapsing walls
- Falling pieces of ceiling and light fixtures

#### Group 2

##### Outside the school building

- Falling bricks from walls and chimneys
- Falling roof shingles or tiles
- Falling glass from broken windows

#### Group 3

##### Other damage within the school building

- Power cuts
- Fires from broken gas lines, damaged electrical wires
- Flooding from broken water pipes
- Toxic fumes from spilled chemicals

#### Group 4

##### Around the community

- Fallen power lines and power outages
- Damage to bridges, highways and railroad tracks
- Flooding from dam failures, damage to reservoirs and water towers
- Fires from broken gas lines and chemical releases
- Landslides or avalanches
- Liquefaction, causing loss of support for buildings and bridges

#### Group 5

##### People and their actions

- People could be injured or trapped
- Cases of shock are possible
- The curious will tour damaged areas, impeding the work of rescuers
- Many might need shelter, food and water
- Some will donate money and goods to help others



## TASK 20

# ONLINE COMMUNICATION

### Goal

The students learn about the possible dangers of social media and correct behaviour on the Internet.



### Time needed

45 minutes



### Social settings

- Plenary discussion



### Preparation

Poster with 5 basic rules of respect and safety on the internet on wall or blackboard (see materials for students), Large paper sheets for a poster (A3 or A2); Colouring pencils



### Module 5

Personal safety

### LESSON DESCRIPTION

1. The teacher starts a discussion by asking some of the following questions:
  - Do you and your friends use the Internet?
  - What do you use it for?
  - What is a password? Have you used a password before?
  - Do you ever chat with other people online?
  - Who do you chat with?
2. The teacher presents a case study:

"Katie shared the password of her chat account with her friend Melanie. Melanie used the password and chatted with Katie's best friend, pretending she is Katie and telling her, that the friendship is over, because she looks terrible."
3. The teacher asks the following questions:
  - "Do you think this would have happened if Melanie and Katie's best friend would have met face to face?"
  - "Katie's friend was hurt. She banned her from the chat group. What will happen now?"
  - "Why is it wrong to use somebody else's password?" "Why is it easier to say nasty things online in a chat rather than confronting the person?"
4. The teacher explains the 5 basic rules about safety and respect on the Internet (see materials for students). He or she displays them on a poster.
5. If there is time, the students can design their own artistic poster which illustrates the 5 rules. This task could also be given as a homework task to do in small teams.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet



\* \* \* \* \*

1.

**ALWAYS KEEP  
YOUR PASSWORD SECRET.**

2.

**DO NOT USE SOMEONE ELSE'S  
PASSWORD.**

3.

**DO NOT PRETEND  
TO BE SOMEONE ELSE.**

4.

**GET HELP FROM A RESPONSIBLE PERSON  
IF YOU FEEL UNCOMFORTABLE ABOUT  
ANYTHING YOU SEE OR READ ONLINE.**

5.

**ONLY USE POLITE COMMUNICATION  
ON THE INTERNET. WRITE ONLY  
WHAT YOU WOULD ALSO SAY IN PERSON.**