

5

**A TEACHER'S GUIDE TO**  
**PERSONAL**  
**DEVELOPMENT**  
**FOR GRADE 5**



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](http://ipe-textbooks.phzh.ch).

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



**Kanton Zürich  
Lotteriefonds**

**Authors**

Corinna Borer  
Wiltrud Weidinger

**Editors**

Alexandra Smith  
Francesca Agosti

**Graphic design**

Nadine Hugli

Published in 2020

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

[phzh.ch/ipe](http://phzh.ch/ipe)  
[ipe-textbooks.phzh.ch](http://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 Lottery 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 5**

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

## GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 5" 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.

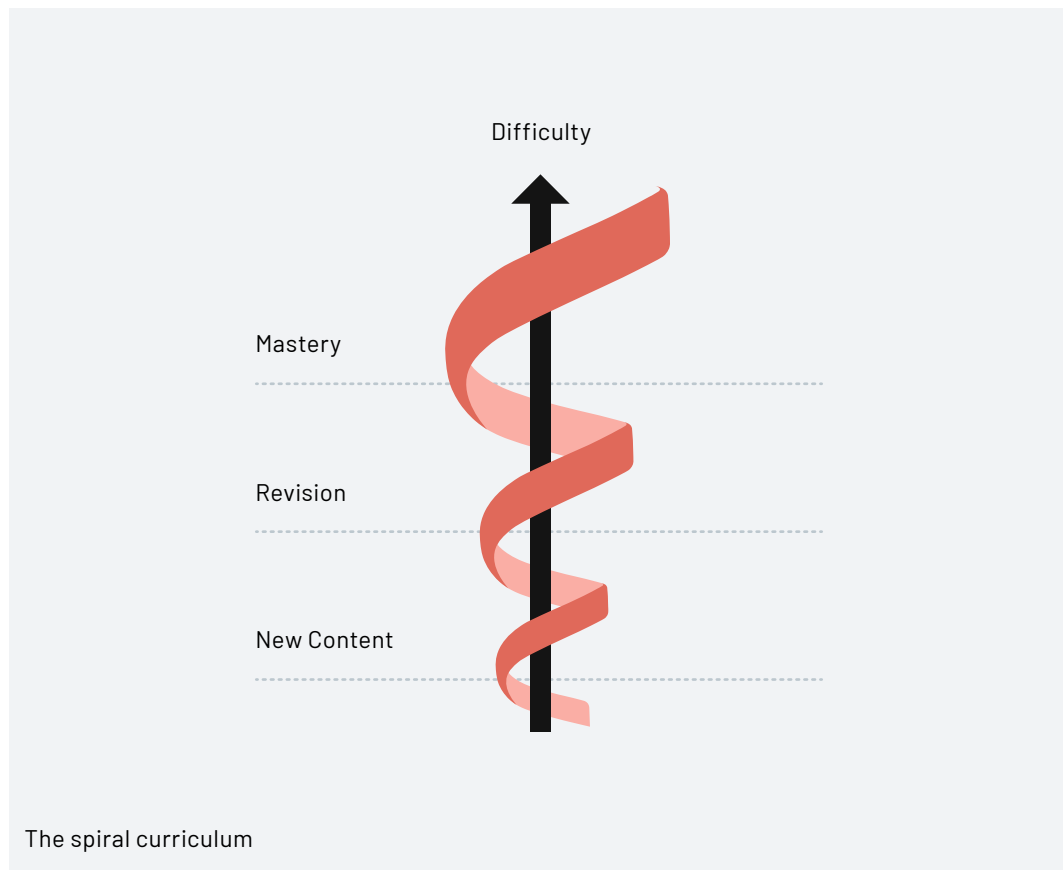
The skills used in this personal development programme follow the framework of the World Health Organisation's definition of skills that individuals need for success throughout the course of their lives (2001). It is important to note that all life skills overlap with each other and can best be supported 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?**

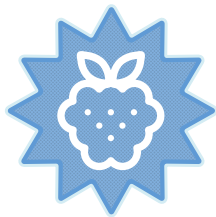
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 5**

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:

- appreciating the need for change in the process of personal development,
- recognising one's own needs and the needs of others to strengthen self-confidence,
- using different ways to express opinions and feelings, and
- analysing factors that help maintain relationships with others and with one's family.

The topics in Module 1 relate to the personal history of the student, focusing on his/her roots (tasks 1, 2), values (task 3), personality development within the family (task 1, 2), and the development of skills (task 4).

### **Module 2:**

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

Specific competencies: Demonstrating personal responsibility in choosing behaviour oriented towards valorisation of self, others and the surrounding environment to ensure the development of personal resources. This includes:

- reporting about ethical norms and respectful behaviour in relation to oneself, colleagues, the surrounding environment, ensuring an atmosphere of collegiality and emotional and physical comfort,
- demonstrating fair, thoughtful and respectful behaviour towards established rules, and
- appreciating and demonstrating fair and respectful behaviour towards self, colleagues, class, school and the surrounding environment.

The topics in Module 2 relate to relationships with friends (task 5), dealing with conflicts and differentiating between individual and common problems (task 6), and developing mutual rules for school and family life and valuing individual contributions to family life (tasks 7, 8).

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

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

- describing a personal programme of activity, rest and food using notions specific to sanitary and hygienic norms for maintaining and strengthening health,
- practicing actions that maintain health, respecting sanitary and hygienic standards, and
- accepting changes in one's body, showing a positive attitude.

The topics in Module 3 relate to the importance of healthy daily routines (movement, food, sleep)(task 9), designing a health programme for an entire year (task 10), the body and its changes in puberty and the importance of hygiene (task 11), and the different choices and factors for healthy nutrition (task 12).

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

Specific competencies: Autonomously engaging in behaviour that determines students' school and/or professional path, including recognising and capitalising on personal potential and the opportunities offered by the labour market. This includes:

- identifying basic information about work, jobs and professionals and collating these in different files to develop knowledge and understanding of the real world,
- making use of the opportunities offered by the school community to launch initiatives and engage in personal development, and
- appreciating the benefits of career planning based on informed decisions for personal development.

The topics in Module 4 include identifying, reflecting on and giving reasons for the skills one wishes to acquire (task 13), identifying one's own skills and talents and forming first career perspectives (task 14), valuing one's skills and competencies as an individual as well as a group (task 15), and learning how to present the most important things about one's self (task 16).



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

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

- showing interest in oral and written texts on personal and public safety recommendations,
- applying the precautions recommended by different institutions for personal safety, safety in public and online, and
- solving case studies, showing appropriate behaviour.

The topics in Module 5 include reflecting on child rights and protection (task 17), dealing with dangerous situation (task 18), personal safety in everyday life (e.g. traffic) (task 19), and general issues of safety at home and in school (task 20).



**MODULE 1**

<b>Self-knowledge and knowledge of others</b>	<b>15</b>
<b>Task 1</b> Myself – the development of my personality	<b>16</b>
<b>Task 2</b> My skills and where I acquired them	<b>18</b>
<b>Task 3</b> My identity in a treasure chest	<b>20</b>
<b>Task 4</b> My strengths – making them visible in a flower	<b>22</b>

**MODULE 2**

<b>Ensuring quality of life</b>	<b>25</b>
<b>Task 5</b> Relationships – friends and how I treat them	<b>26</b>
<b>Task 6</b> Dealing with small and difficult problems in class	<b>28</b>
<b>Task 7</b> The importance of class rules – designing a contract	<b>30</b>
<b>Task 8</b> The importance of family rules – work is valuable	<b>32</b>

**MODULE 3**

<b>Healthy lifestyles</b>	<b>35</b>
<b>Task 9</b> My health is important	<b>36</b>
<b>Task 10</b> Staying healthy throughout the year	<b>38</b>
<b>Task 11</b> My body and how it changes in puberty	<b>40</b>
<b>Task 12</b> Food and nutrition – healthy eating: five-a-day	<b>42</b>

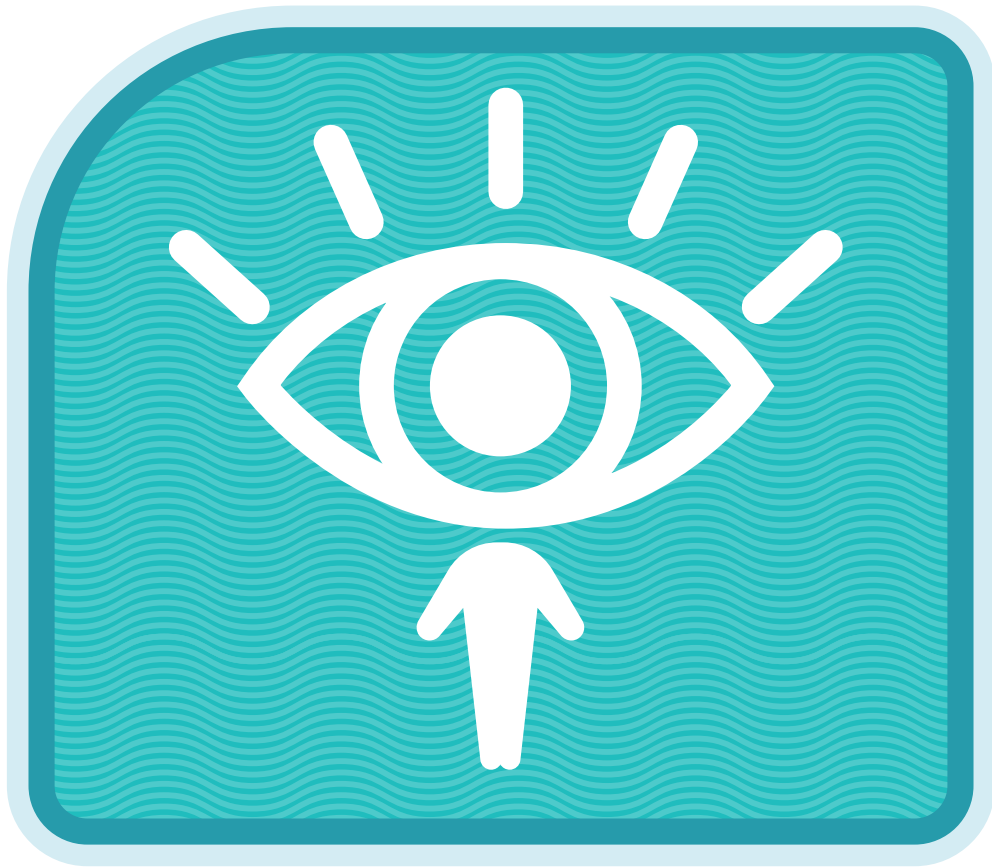
**MODULE 4**

<b>Designing personal careers and developing entrepreneurial mindsets</b>	<b>45</b>
<b>Task 13</b> The strengths I wish for – being an animal for a day	<b>46</b>
<b>Task 14</b> Focussing on my strengths – my five-step plan	<b>48</b>
<b>Task 15</b> The strengths of our group – our class skills	<b>50</b>
<b>Task 16</b> First impressions are important – I present myself	<b>52</b>

**MODULE 5**

<b>Personal safety</b>	<b>55</b>
<b>Task 17</b> Children have the right to be protected and safe	<b>56</b>
<b>Task 18</b> Dangerous situations – what do I do?	<b>58</b>
<b>Task 19</b> Being safe on the street	<b>60</b>
<b>Task 20</b> Being safe at home and in school	<b>62</b>





## MODULE 1

# SELF-KNOWLEDGE AND KNOWLEDGE OF OTHERS

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



## TASK 1

# MYSELF – THE DEVELOPMENT OF MY PERSONALITY

### Goal

The students appreciate the inevitability of change in the development of their personality. They are able to change their perspectives on past, present and future.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

Circle of chairs for the plenary discussion; Space on the wall for a display; Colouring pens and paper



### Module 1

Self-knowledge and knowledge of others

## LESSON DESCRIPTION

### Sequence ①

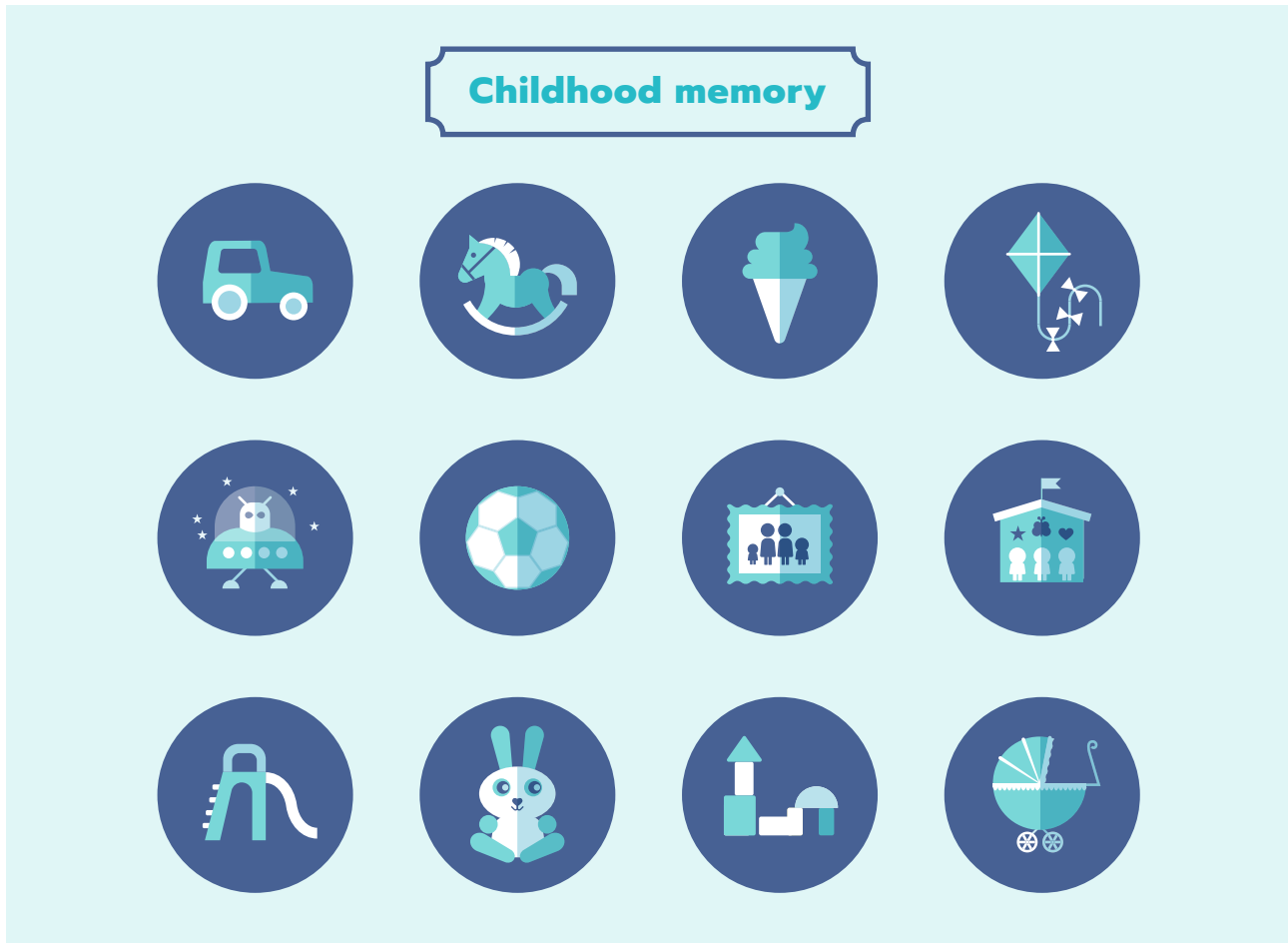
1. The teacher and the students introduce themselves by sharing an interesting or pleasant childhood memory. They first think about it (individually), they then tell their story to a partner (in pairs) and finally come back into the whole-class plenary and share it with everybody (if they want to). They can make a drawing of their own pleasant childhood memory afterwards.
2. The students are asked to think about when they were little as a homework task and ask their parents or relatives for answers. They collect photos or drawings or bring objects to school to illustrate how they were when they were little.

### Sequence ②

1. The students come back with their objects. They share their answers in pairs (by choosing where to sit or stand). The teacher encourages them to compare their answers and discuss how they have changed since then.
2. The teacher asks the students to form a circle of chairs. They take their objects with them.
3. Presentation: The teacher asks the students to introduce themselves when they were little by showing their objects. Disadvantage: Not all students may feel comfortable doing this.
4. The lesson ends with a short discussion about the different facets of a person that can change over time. The teacher collects the students' ideas and puts them into categories e.g.: looks, tastes, interests, activities, height, weight, etc.
5. All the objects are displayed on the wall with the names indicated.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①****Sequence ②**



## TASK 2

# MY SKILLS AND WHERE I ACQUIRED THEM

### Goal

The students understand that they learned their skills from others. They reflect on their skills, make them visible and value them.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

Enough space to move around;  
Tasks on board or worksheet



### Module 1

Self-knowledge and knowledge of others

## LESSON DESCRIPTION

### Sequence ①

1. The teacher introduces the task by drawing three trees on the board. He/she points out that these are trees of skills.
2. The students think about three skills. These skills can be cognitive, physical, musical, etc. At the top of each tree they write one skill. They then think when, where and from whom they learned the skill. They write it down in the branches (when), in the trunk (where) and in the roots (from whom). The teacher gives examples (orally or written on the board).
3. When they have finished, the students walk around the room and compare their skills, their trunks and roots with the others. They talk to at least two other classmates.
4. As a homework task, the teacher instructs the students to choose one of the skills and ask a parent or relative about it. The interview questions are written on the board or handed out in the worksheet.

### Sequence ②

1. The students come back with the answers to their interviews. They walk around the room and talk to their classmates about their family skills.
2. The students can also play a quiz and guess their skills.
3. At the end of the lesson, they sit together in the plenary and present their skills and their roots and places to each other. The teacher steers this conversation.





## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Sequence ①

**My skills have roots**

When?

Where?

From whom?

**My family skills**

My skill is:

I learnt it from my:

- Where did you learn this skill?
- What do you have to do?
- Can you describe it?
- What do you need for this skill?  
(Tools, material, ingredients...)
- What is the most difficult thing about this skill?

### Sequence ②

**Quiz: Guess what I do?**

Is it your mother, father, sister, cousin, etc.?

Do you do it inside?

Yes	No
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

- Has your skill something to do with cooking, repairing, drawing, working with your hands, etc.?
- Do you need a lot of material for it?
- Do you need wood, metal, fabric, water, paint, etc. to do it?
- Do you need heavy instruments?
- Do you move a lot when doing this?
- Do you sit?
- Do you stand?
- Do you need to talk to do it?
- Does it make a lot of noise?
- Etc.



## TASK 3

### MY IDENTITY IN A TREASURE CHEST

#### Goal

The students reflect on the things that are important to them. They express them creatively and learn how to negotiate with others.



#### Time needed

- ① 45 minutes
- ② 45 minutes



#### Social settings

- Individual work
- Group work
- Plenary discussion



#### Preparation

- ① Task on board or worksheet (template of treasure chest); Colouring pencils
- ② Tables organised to sit in a group of four; Boxes, little things, drawings, etc.



#### Module 1

Self-knowledge and knowledge of others

#### LESSON DESCRIPTION

##### Sequence ①

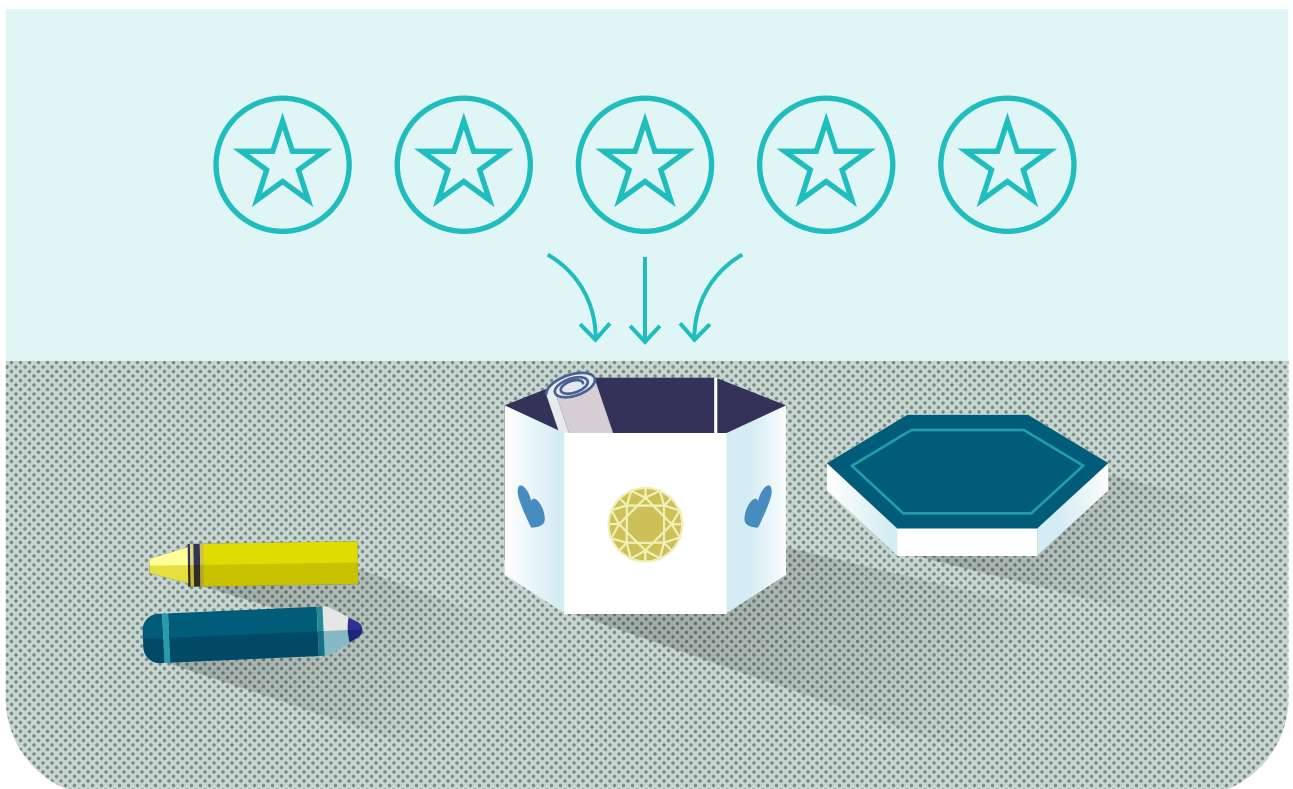
1. The teacher introduces the task showing examples treasure boxes (pictures, films, etc.)
2. The students think about what they would put into their very personal treasure chest. They draw their own treasure chest on a sheet of paper (or they use a template). No writing is used. It is important that the students put things in their treasure chests that are important to them and with which they identify themselves. They draw their treasures into the chest.
3. The teacher asks the students to go home and look for a box they can use as a treasure chest. They also collect small things that they want to put into the chest and bring everything back to school.

##### Sequence ②

1. The students come back and fill their treasure chests. They also decorate them and fill them with drawings or other things that they feel represent them.
2. The students form groups of 4. In the groups, they present their treasure chests to each other. They discuss similarities and differences.
3. The students organise an exhibition of their treasure chests in the classroom or in the hall. They invite other classes to come and visit their exhibition.
4. As a final summary, the students sit in the circle and discuss the exercise: What did they like? What was difficult? What surprised them when looking at the other treasure boxes?

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①****My treasure chest****Sequence ②**



## TASK 4

### MY STRENGTHS MAKING THEM VISIBLE IN A FLOWER

#### Goal

The students reflect on the things that they like about themselves. They collect them and enter into a dialogue with others to develop self-perception and perception of others.



#### Time needed

- ① 45 minutes
- ② 45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary discussion



#### Preparation

- ① Tasks on board or worksheet; Template for flower; Colouring pencils
- ② Circle of chairs for the plenary discussion



#### Module 1

Self-knowledge and knowledge of others

#### LESSON DESCRIPTION

##### Sequence ①

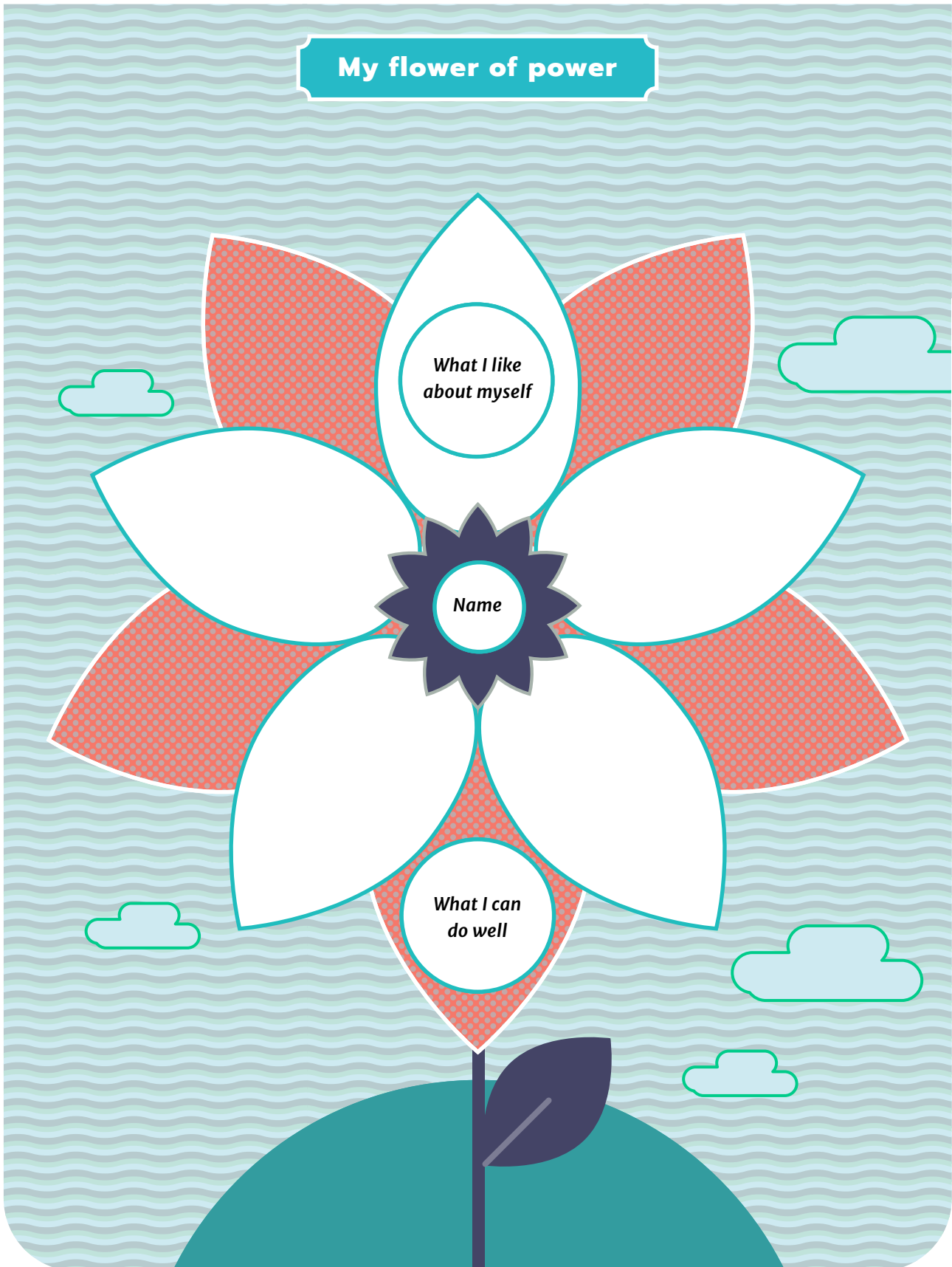
1. The teacher introduces the task by showing the template of the flower.
2. The teacher asks the students to write their names in the middle of the flower and something they like about themselves in each petal. Then they can colour it in or decorate it.
3. Afterwards, the teacher tells the students to show their flower to a partner and explain what they have written about themselves. They then switch roles and listen to the their partner's explanation.
4. They then take their partner's flower, walk around the room and tell others (at least 2) about their partner.
5. For homework, the teacher asks the students to draw additional petals in between the petals of their flower (or behind them). In these new petals the students fill in what they feel they can do well. This can be different things, such as sports, mathematics, talking to people, etc. They bring back their flower to school again.

##### Sequence ②

1. The teacher asks the students to exchange their flowers with the new "strength petals" with a partner. They take their partner's flower and prepare a presentation of his/her strengths.
2. They then form a circle of chairs in the middle of the room. They all bring their partners' flowers with them.
3. Two students at a time present their partner in front of the others.
4. The teacher steers the discussion about the differences in likes and strengths with the students. Strengths can be related to strengths outside academic learning and reflect interests. But likes and interests can also be independent on what a person can do well.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①**



**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

# RELATIONSHIPS – FRIENDS AND HOW I TREAT THEM

### Goal

The students reflect on the meaning and importance of friendship. They collect different things that they can do with and for their friends.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

- ① Pictures and questions on board or worksheet; Blank sheet of paper
- ② Circle of chairs for the plenary discussion



### Module 2

Ensuring quality of life

### LESSON DESCRIPTION

#### Sequence ①

1. The teacher introduces the task by drawing two people on the board or showing a picture of two people who are friends.
2. The teacher asks the students to think about their friends. The teacher also tells them to try to answer some questions about what makes their friends special and what they need in a friendship.
3. Afterwards, the teacher tells the students to exchange their views about friendship with a colleague. They switch roles and listen to their partner's explanation.
4. They then can decide how they want to describe or express their view of friendship. They can make a drawing, write a poem or write a story about an experience with their best friend.
5. For homework, the teacher asks the students to finish their expression of friendship at home.

#### Sequence ②

1. The students sit in a circle. The teacher asks the students to show their descriptions of what friendship means to them and to put them on the floor in the middle of the classroom. The students present their views on friendship to their classmates in the plenary.
2. The teacher asks questions: "What can you do with and for your friends?" Ideas are collected. Then, the perspective is changed: "In which ways can friends help you?" Again, ideas are collected.
3. Afterwards, the students are asked to write down their ideas and suggestions.

When they have finished, they exchange them with a partner. Both partners mark the points they agree on with a tick (✓) and the points they disagree on with a cross (×).



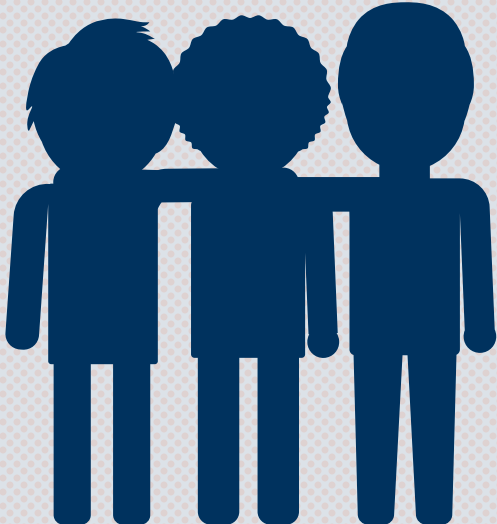



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Sequence ①

**Questions**

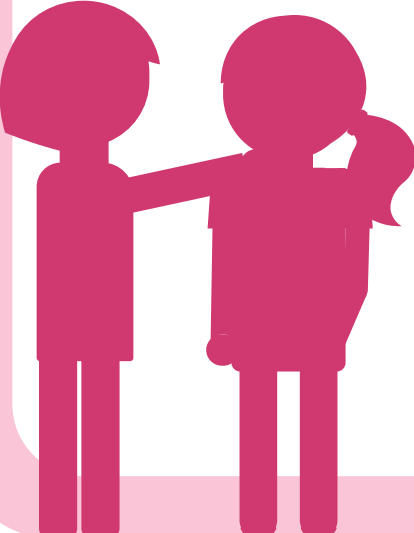




1. *What is a real friend?  
What is friendship?*
2. *Why is friendship important?*
3. *Do we need friends?*
4. *What characteristics should  
a person have to become  
or be a friend?*

### Sequence ②

**What I can do with and for my friends**



1. *What can you do with and  
for your friends?*  

~~~~~

✓
2. *What strengths do they like  
about you?*  

~~~~~

✗
3. *In which way can  
your friends help you?*  

~~~~~

✓
4. *Where are their strengths?*  

~~~~~

✗



## TASK 6

### DEALING WITH SMALL AND DIFFICULT PROBLEMS IN CLASS

#### Goal

The students think about the conflicts and problems in their class. They reflect on common and individual problems and learn how to differentiate between them.



#### Time needed

- ① 45 minutes
- ② 45 minutes



#### Social settings

- Individual work
- Pair work
- Plenary discussion



#### Preparation

- ① Picture of two people quarrelling;  
Small slips of paper
- ② Circle of chairs for the plenary discussion



#### Module 2

Ensuring quality of life

#### LESSON DESCRIPTION

##### Sequence ①

1. The teacher introduces the task by getting the students to brainstorm their ideas. A picture of two people quarrelling can be used as a starting point. The leading question is: What kind of problems can arise in a class?
2. The students write their ideas on small slips of paper and stick them on the blackboard (or put them on the floor). They do not have to write their names on the paper slips.
3. The teacher presents two categories: common problems and individual problems. The teacher guides the students to sort their ideas into the two categories. E.g.: too little space at the workplace = individual problem, not enough books for everyone = common problem.
4. After sorting, the students come back into the circle. They discuss together with the teacher: Which problems can be solved easily and how could this be done?
5. For homework, the teacher asks the students to think about one situation of a conflict that has happened in school or at home that they could solve.

##### Sequence ②

1. The students write down the conflict briefly and describe their method of solving it.
2. When they are finished, they put their sheets on the wall. They walk around and read the different methods of solving a conflict.
3. Afterwards, they sit in a circle. The teacher steers the discussion.
4. Together with the teacher, they try to find different strategies to solve a conflict. The teacher writes down these strategies on sheets of paper and puts them in the middle of the circle. E.g. stay cool, don't react; walk away; say "no", get help, find a compromise, etc.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①**



## TASK 7

# THE IMPORTANCE OF CLASS RULES DESIGNING A CONTRACT

### Goal

The students think about the most important rules and design a class contract.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

- ① Different kinds of rules presented on board or paper
- ② Circle of chairs for the plenary discussion; Large sheets of paper (e.g. flipchart)



### Module 2

Ensuring quality of life

### LESSON DESCRIPTION

#### Sequence ①

1. The teacher presents a set of reasons for the importance of rules to the students (board or paper).
2. The students circle the ones they agree with. They compare them with a partner.
3. Together with their partner they think about which rules they would like to have in their class. They write them down on small slips of paper (one on each paper). They stick them on the board.
4. All students sit in a circle and discuss which rules they would want to put in a class contract. They discuss different reasons for rules.
5. For homework, the students write their own choice of class rules on a sheet of paper.

#### Sequence ②

1. The students come into a circle with their individual class rules. In a plenary session, they discuss which rules they want to choose for their class contract. The teacher asks the following questions for each suggested rule: "Is this rule fair to everyone? Is this rule realistic? Do we all agree on this rule?"
2. The class agrees together with the teacher on a set of ten rules for the class contract.
3. The rules that are chosen are written on a big sheet of paper by the teacher. The students copy the rule on a sheet of paper or in their writing books.
4. Afterwards, all students sign underneath the big class contract.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①**

**Important rules**

- ... to let the weaker students lose
- ... to respect everyone in class
- ... to be the best student
- ... to let everybody participate
- ... to make the classroom a mess
- ... to let everyone do what he/she wants
- ... to be fair
- ... to create a good atmosphere
- ... to avoid conflicts
- ... to be polite
- ... to get the teacher to like you
- ... to always win a game

Thumbs up icon (positive rule)

Thumbs down icon (negative rule)



## TASK 8

# THE IMPORTANCE OF FAMILY RULES WORK IS VALUABLE

### Goal

The students conduct a survey about the most important rules in their families. They reflect on the value of work.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Group work
- Plenary discussion



### Preparation

- ① Table of family rules on board or paper
- ② Circle of chairs for the plenary discussion; Group tables



### Module 2

Ensuring quality of life

### LESSON DESCRIPTION

#### Sequence ①

1. The teacher presents different kinds of rules that apply to family life.
2. The students copy down the table and write down rules that are used in their families.
3. When they have finished, they exchange their rules with a partner. They discuss their points of view: "Which rules do you find difficult to follow? Why?" They fill in the second column.
4. For homework, the students ask a family member: "Which rules does he/she think are difficult to follow and why?" They fill in the third column.

#### Sequence ②

1. The students come back into the circle with their filled-in family rules.
2. Together with the teacher they compare the rules. Are there similar rules? Are the rules important? How do the rules contribute to family life?
3. Afterwards, the students form groups of four. They discuss 2–3 rules using this question: How does this rule contribute to family life? The students take notes.
4. Then, the students come back into the circle. They present their ideas. The teacher steers the discussion about contributing to family life and valuing work that is done within and outside of the family.
5. If there is time, the students can try to find their own, new rules in their family. They can write them down on a separate sheet of paper.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

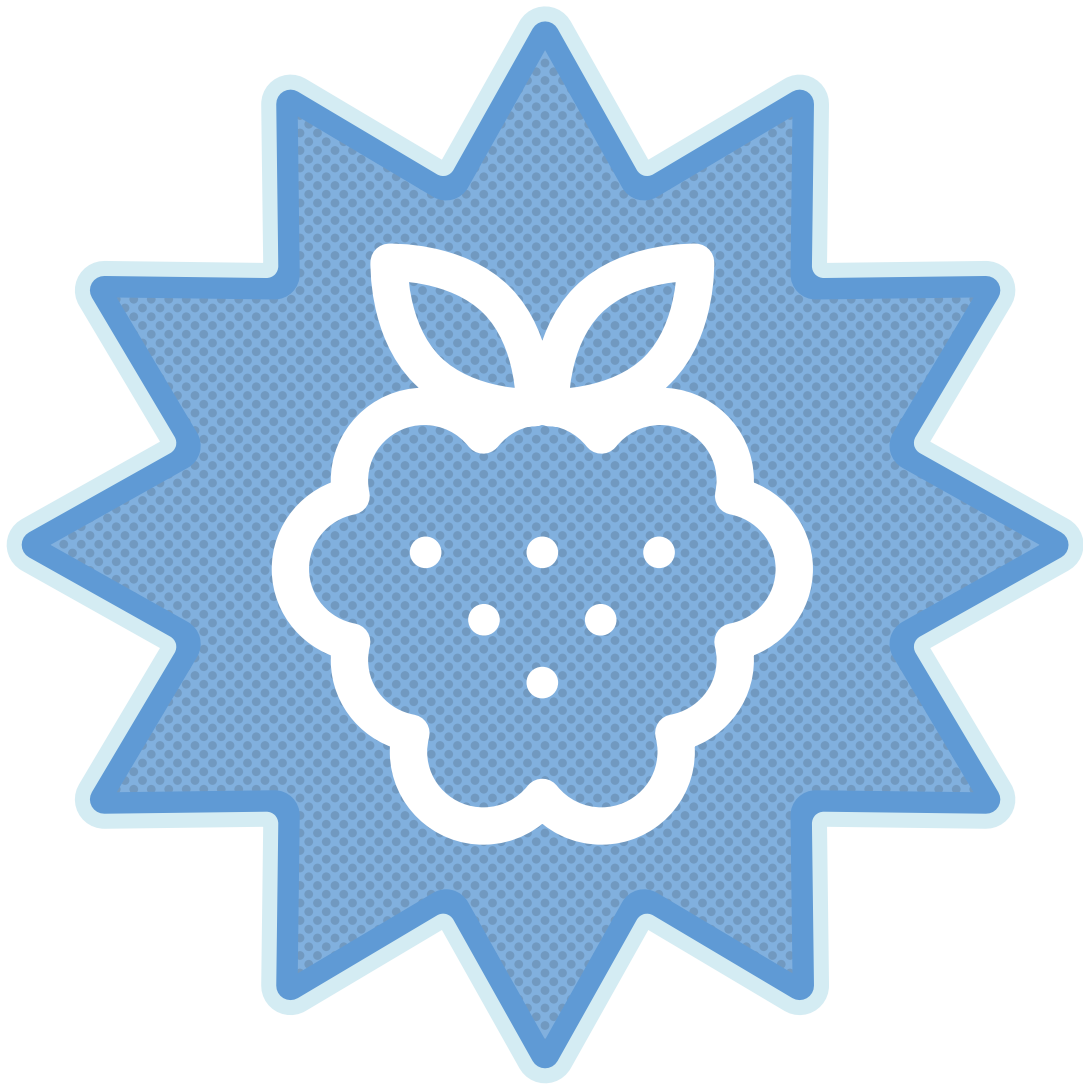
### Family rules

	What is the rule?	Your point of view	Your family's point of view
<b>Household rules</b> (cooking, cleaning, etc.)			
<b>Body rules</b> (washing, showering, etc.)			
<b>Behaviour rules</b> (during eating, in the evening, etc.)			
<b>Playing rules</b> (watching TV, playing outside, etc.)			
<b>Time rules</b> (bedtime, when to be home, etc.)			









### 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

# MY HEALTH IS IMPORTANT

### Goal

The students reflect on their own lifestyle and get to know the food pyramid.



### Time needed

45 minutes



### Social settings

- Individual work
- Plenary discussion



### Preparation

Definition of Health given by the World Health Organization (WHO) on the blackboard



### Module 3

Healthy lifestyles

### LESSON DESCRIPTION

1. The teacher lets the students read the definition of health given by the WHO.
2. The teacher explains the elements of this definition to the students.
3. The teacher writes the following key words next to each other on the blackboard: sleep, sport, breakfast, breaks, well-being. He/she discusses the different terms with the class.
4. The students go to the blackboard to write their answers (15 minutes): "Sleep": How much sleep do you need per night in order to be rested? "Sport": How much do you move during the day? "Breakfast": Who eats breakfast and what do you eat before school? "Breaks": Who needs rest after school and how do you rest? Well-being: What does this mean for students?
5. The teacher discusses with all students how they want to improve. Do they want to do more sports? Do they want to exercise in a circle for 5 minutes during the lesson? Or would they like to make a salad for their family at home? And so on.
6. As a homework the students write out their plans for improvement and try to stick to them.
7. After two weeks the teacher follows up changes in the lifestyles of the students. He/she motivates them to come up with some ideas in the next lesson, such as doing five minutes of yoga/gymnastics together at the beginning of the next lesson lead by one student, bringing a healthy food recipe to the next lesson or presenting their own way of planning breaks during the day. Follow up on the changes made by the students!



## MATERIALS FOR THE STUDENTS

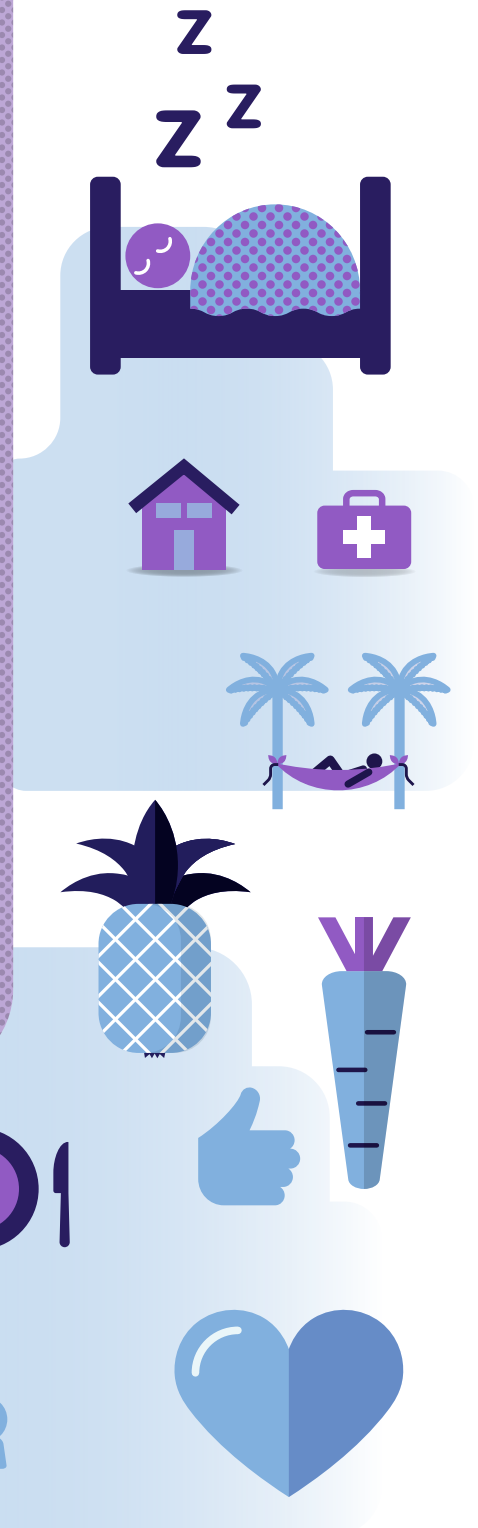
On blackboard/projector/worksheet

*Definition of "health" by WHO:*

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

*Explanation: Physical health means that a person has enough sleep and exercise during the day and eats healthy.*

*Mental health is a component of general health and includes well-being and satisfaction. Well-being is not easy to define because it involves individual aspects such as his/her social environment, prosperity, self-realisation, quality of life and participation in society playing an important role.*



World Health  
Organization



## TASK 10

### STAYING HEALTHY THROUGHOUT THE YEAR

#### Goal

The students learn about hygiene standards and the influence of seasons on health.



#### Time needed

45 minutes



#### Social settings

- Pair work
- Plenary discussion



#### Preparation

Circle of chairs for the plenary discussion; Paper, colouring pencils; Six hygiene keywords on blackboard



#### Module 3

Healthy lifestyles

#### LESSON DESCRIPTION

1. The teacher introduces the theme of hygiene and writes six keywords/topics relating to hygiene on the board. The teacher then instructs the students to form groups of three and talk about one of the keywords/topics. What do they already know about their topic/keyword?
2. After 15 minutes, the class forms a circle. The teacher asks the groups to present the topic to the whole class. Each group has around three minutes' presentation time. The teacher can add information as the groups present. The students then place their sheets of paper with hygiene rules in the middle of the circle.
3. After all the groups have given their presentations, the class has to vote on the top five rules that were presented that should be followed by the whole school. In addition, the teacher asks the students to think about whether these rules could change depending on the season.
4. The teacher hangs up advice about hygiene together with the students and checks with the students which ones they observe.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Keywords on hygiene**

*clean hands*

*clean clothes*

*dental hygiene*

*body hygiene*

*food hygiene*

*tidiness at home*

**Rules**

1.

2.

3.

4.

5.



## TASK 11

# MY BODY AND HOW IT CHANGES IN PUBERTY

### Goal

The students understand the changes in development from child to adult. They reflect on their bodies and hygiene.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Pair work
- Plenary discussion
- Class divided into girls and boys



### Preparation

- ① Pictures of changes in puberty (from the Internet or out of books: male and female body changes); girls' group: sanitary pads, tampons; puberty scenarios on worksheet; Slips of paper
- ② Circle of chairs for the plenary discussion



### Module 3

Healthy lifestyles

## LESSON DESCRIPTION

### Sequence ①

1. Activating game "Puberty Walk": All students spread out from one end of the classroom (or the courtyard) to the other end. The teacher starts to tap one student on the shoulder. When touched, this student starts to walk to the other end of the room. Slowly, the teacher taps one after the other on the shoulder. Towards the end, the teacher taps again very slowly on the shoulder, leaving a few students behind and moving to the other end as the last ones.
2. The students come into a circle. The teacher asks questions: "How did it feel to be the first to walk? In the middle? The last? Did it feel better to walk in a group?" He/she starts a discussion about changes in puberty, pointing out that just like in the game, some children start puberty earlier, some later.
3. The teacher explains the changes in the bodies of boys and girls during puberty by using pictures or illustrations. It is important not to force children to take part in the discussion. The discussion remains quite general, unless questions are asked.
4. After this discussion, the class is divided into two groups: Boys and girls. The teacher always works with one group, while the other group works individually on hygiene and health (writing task).
5. In the gender groups, the students receive small slips of paper. They think of questions and write them down anonymously. The teacher draws one question after the other and tries to answer them. For the girls, especially the topic of menstruation and how to handle it (showing sanitary pads and tampons) is recommended. For both groups, hygiene throughout the day is addressed as well. For this, an open form of discussion is recommended.

### Sequence ②

1. The teacher follows up the discussion about changes in puberty. The students work on scenarios in puberty.
2. The students form pairs. They receive scenarios from the teacher and discuss two questions. They write down their answers.
3. They come back into the circle and share their results. The teacher highlights that puberty is a process everybody experiences differently and that this should be respected. Hygiene practices can be repeated again here.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Sequence ①

#### Changes in puberty



Questions for the general discussion:

**What is puberty?**

**What are the main changes in puberty – physically and emotionally?**

**For boys? For girls?**

**How do you keep your body healthy?**

**Why is hygiene important?**

Gender-based groups:

#### Writing task (for individual work)

What is important in puberty?

How do you keep your body healthy?

#### Possible questions for discussion

##### Boys

- When do I start to shave?
- What is a wet dream?
- Can I use deodorant?
- Can I squeeze pimples?
- ...

##### Girls

- What is menstruation?
- How do I handle it?
- When can I use make-up?
- ...

### Sequence ②

#### Scenarios in puberty

*Julia is the last person chosen for teams in sports. She is not athletic and very short. Her nickname is "Shorty".*

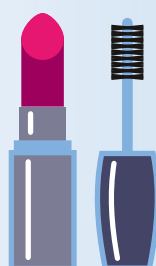
*Alana is tall, heavy and has begun developing breasts. Kids do not like to be around her because of the way she smells. She sweats a lot.*

*Tom is the smallest boy in his class. Two guys picked Tom up and put him in the trash can.*

*Marin has grown two shoe sizes since the summer. As a result he is clumsy and the kids laugh whenever he trips up.*

*Livia has a different crush every week. She wears makeup and a bra to school and is always talking about it. She sends boys text messages. Livia asks other girls to go with her to talk to boys.*

*Alex is very popular and has lots of friends. Recently, girls have started texting him and sending him pictures. They are always asking Alex' friends if he likes them. Alex loves basketball and doesn't think about girls in 5<sup>th</sup> Grade.*





## TASK 12

# FOOD AND NUTRITION

## HEALTHY EATING: FIVE-A-DAY

### Goal

The students reflect on their eating habits and collect ideas for healthy nutrition throughout one day.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Plenary discussion



### Preparation

Circle of chairs for the plenary discussion; Real food or pictures of food; Word cards; Template for table and homework on board



### Module 3

Healthy lifestyles

### LESSON DESCRIPTION

#### Sequence ①

1. The students sit in a circle. The teacher starts the discussion with the question: "What is healthy and what is unhealthy?" He/she elicits movement, sports and healthy nutrition as factors of staying healthy. He/she then places different types of food on a tablecloth in the middle of the circle (or uses pictures instead). The teacher has prepared word cards with: dairy, fruit and vegetables, grain foods, meat/fish/tofu (protein) foods, sweets.
2. The students try to sort the foods into the five food categories. They discuss with the teacher that certain foods are healthy, certain ones are unhealthy and that certain foods can be eaten in small portions.
3. Afterwards, they draw a table and write down the foods into this table.
4. For homework, they make a survey of three days and record all the different foods that their families eat during that time.

#### Sequence ②

1. The students come back with their three-day survey. They sit in a circle. The teacher points out that for a healthy diet, it is important to keep the five-a-day rule, which means eating five portions of a variety of fruit and vegetables every day. (That is five portions of fruit and vegetables in total, not five portions of each. A portion of fruit or vegetables is 80 g, according to WHO). A minimum of 400g of fruit and vegetables per day lowers the risk of heart disease, stroke and some types of cancer.
2. The students' then compare this information with their three-day survey. Do they eat according to the five-a-day rule? They exchange their views in the plenary.
3. For the remaining lesson, the students design a weekly chart for recording the five-a-day results. The teacher asks them to take it home, tell their families about it, fill it in honestly and bring it back again for the next lesson.
4. Becoming a five-a-day class and receiving an additional sports or game lesson as a reward is an incentive the teacher could give to the students.

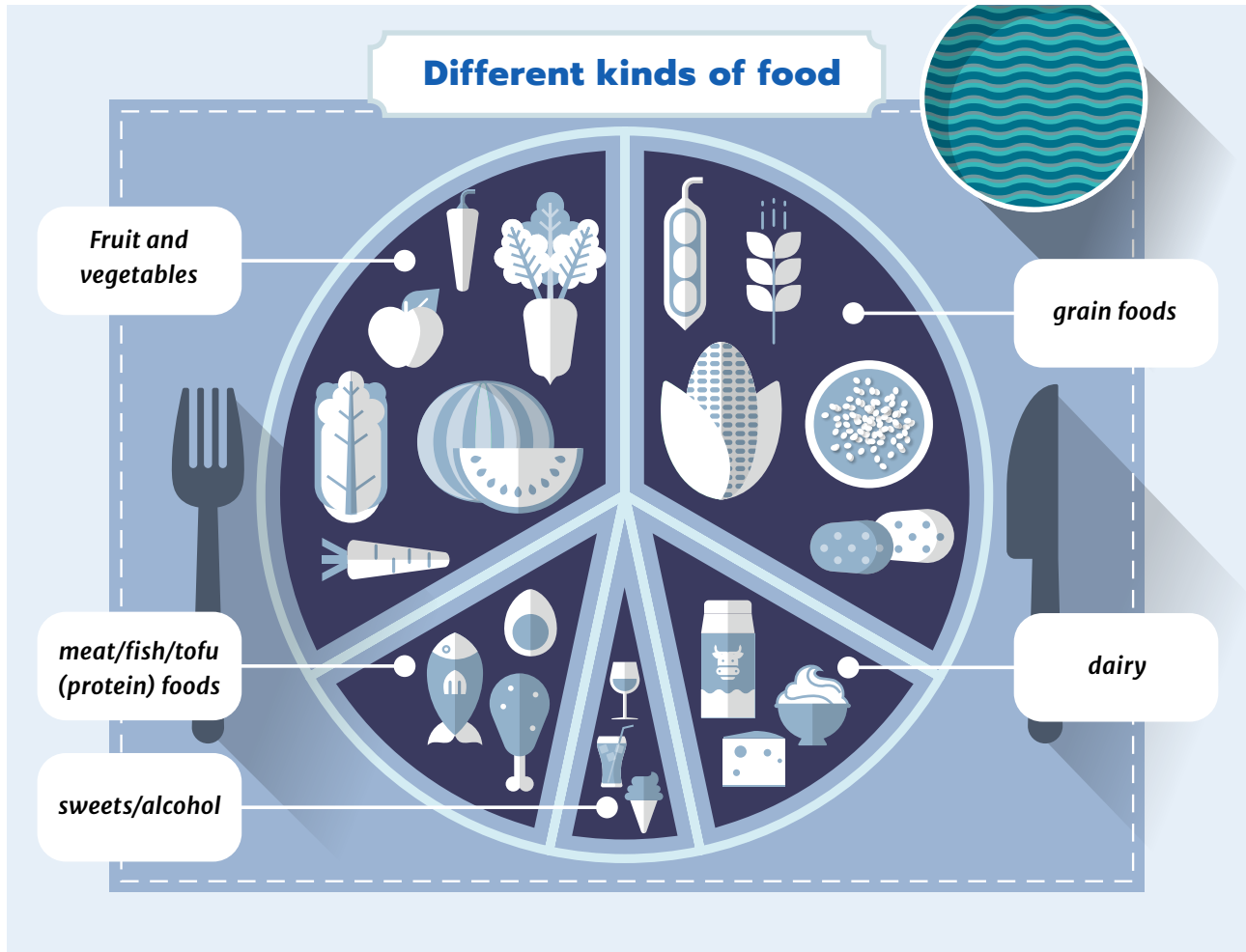




## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Sequence ①



### My nutrition during three days

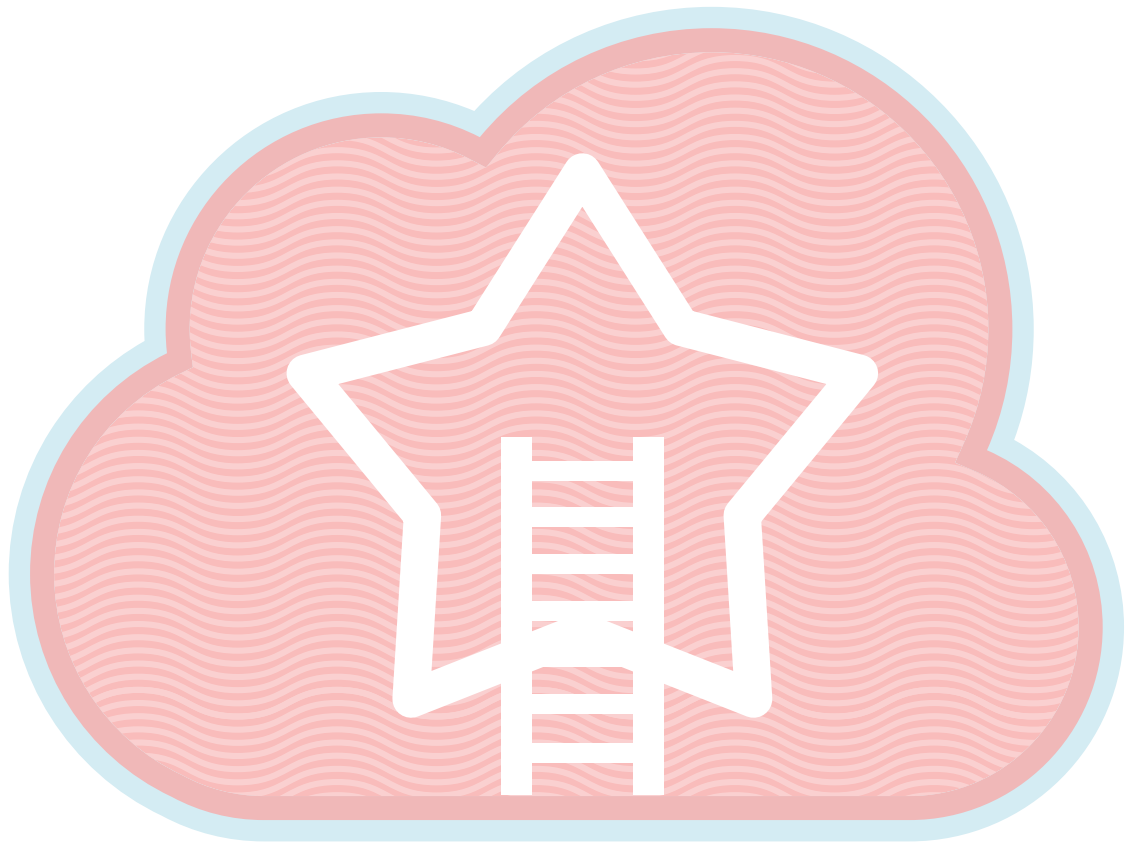
	Breakfast	Lunch	Snack	Dinner
Day 1				
Day 2				
Day 3				

### Sequence ②

### My nutrition for during one week

	Breakfast	Lunch	Dinner
Monday			
Tuesday			
...			





## 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 STRENGTHS I WISH FOR BEING AN ANIMAL FOR A DAY

### Goal

The students reflect on their respect towards animals. They imagine being an animal for one day. They learn how to change perspective.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

- ① Pictures of animals; Books; Smartphone
- ② Circle of chairs for the plenary discussion; Paper, colouring pencils



### Module 4

Designing personal careers and developing entrepreneurial mindsets

## LESSON DESCRIPTION

### Sequence ①

1. The teacher shows pictures of different animals (farm animals as well as wild animals).
2. The students sit in a circle and discuss: In which ways are animals important for us? The teacher collects the students' answers, e.g. for helping at work, as companions, for keeping our environment in a balanced life cycle (bees etc.).
3. The teacher asks the students to choose one animal out of the pictures. They put themselves into the shoes of this animal. What do they know about the animal? Where does it live? In which way does it have contact with people? Is it endangered? The students have twenty minutes to think, research and take notes. They can do a quick search in books, on the Internet, etc.
4. Then, for 15 minutes, the students walk around the room and communicate with each other in their roles as animals.
5. They come back into the circle. They discuss how people should behave towards animals. Do they know examples of people who mistreat animals?
6. For their homework, the students think about which animal they would choose if they could be an animal for just one day.

### Sequence ②

1. The students come back into the circle with their choice of animal.
2. They present their chosen animal and give reasons why (e.g. "I want to be a lion because a lion is strong", "I want to be a cat because everybody loves cats", etc.). The teacher gives hints about adjectives/characteristics that describe animals.
3. Then the students go back to their desks and write a short paragraph about the animal they choose and the reasons why.
4. When they have finished, the students can draw their animal underneath their text.
5. The sheets are displayed in the classroom.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①**



## TASK 14

# FOCUSSING ON MY STRENGTHS MY FIVE-STEP PLAN

### Goal

The students reflect on the things they feel they are good at. They differentiate between strengths and potential for development.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

- ① Sketch on board; Paper
- ② Circle of chairs for the plenary discussion



### Module 4

Designing personal careers and developing entrepreneurial mindsets

### LESSON DESCRIPTION

#### Sequence ①

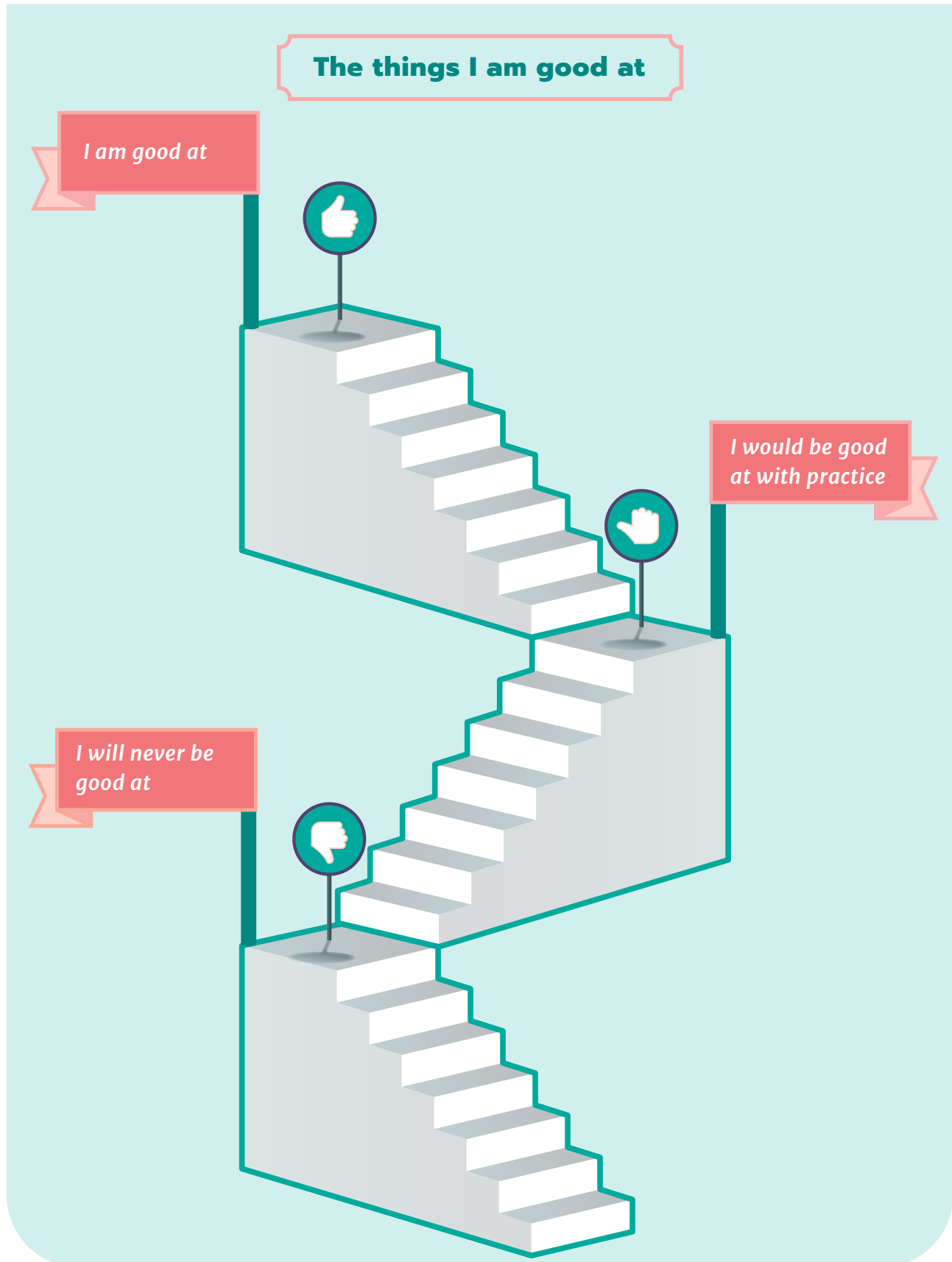
1. The teacher draws a sketch of a staircase on the board. The top step is labelled "I am good at", the middle step with "I would be good at with practice" and the lowest stair with "I will never be good at". If possible, the teacher could also let the students act it out on a real flight of stairs.
2. The teacher asks the students to think about their skills and what they can do. They copy down the sketch of the stairs and write their ideas in each stair.
3. Then, the students find a partner and exchange their ideas about themselves. They comment on each other's perceived strengths, potential and weaknesses.
4. For homework, the students think about their potential and design a five-step plan about how they could improve their competencies/skills. The teacher explains the five-step plan, ideally by giving an example.

#### Sequence ②

1. The students come into the circle with their five-step plans. The teacher asks two students at a time to turn to each other and explain their plans to each other. They comment on each other's plans and give each other hints for additional help.
2. Then, the students reflect on the dialogues with the teacher. They make suggestions about how they want to keep track of their plans (reminders, tasks, etc.).

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①**



## TASK 15

# THE STRENGTHS OF OUR GROUP OUR CLASS SKILLS

### Goal

The students learn how to conduct a survey and identify the set of skills they are good at individually and as a class.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

- ① Template of a survey on board or paper
- ② Circle of chairs for the plenary discussion; Template of a bar chart on board or paper; Colouring pencils



### Module 4

Designing personal careers and developing entrepreneurial mindsets

## LESSON DESCRIPTION

### Sequence ①

1. The teacher draws a survey on the board (or on a copy). Symbols are used for the different skills.
2. The teacher instructs the students to use the list and walk around the room, asking the others what they are good at. The students try to ask as many people in the class as possible.
3. They make a tick every time somebody gives an answer. They also ask every person to give an example.
4. Finally, they write down what they are good at. Then, they count the numbers for each skill mentioned and fill them in.
5. They come back into the circle and share their results.

### Sequence ②

1. In the following lesson, the students take the tables with their numbers and together with the teacher they record the numbers in a graph.
2. They colour in the bars with different colours.
3. They form a circle again and reflect on the class skills together with the teacher. They discuss some examples together. They also discuss why it is important to have a set of skills as a group.





## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Sequence ①



*Thinking, solving  
a problem*



*Repairing  
something*



*Talking to people  
face-to-face*



*Singing, dancing,  
playing an instrument*



*Painting, drawing*



*Working  
with numbers*



*Organising  
something*



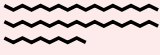




*Helping others*



*Telling stories*

### We are good at many things

Skill	Example	Tick	Nr.
Thinking, solving a problem			4
Repairing something			6
Talking to people face-to-face			

### Sequence ②

### Our class skills

Skill	1	2	3	4	5	6	7	8	9	10
Thinking, solving a problem										
Repairing something										
Talking to people face-to-face										



## TASK 16

# FIRST IMPRESSIONS ARE IMPORTANT I PRESENT MYSELF

### Goal

The students learn how to present themselves and how to give feedback to others.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

- ① Key words on board or paper; Paper A5 or A4
- ② Circle of chairs for the plenary discussion; Small slips of paper for feedback



### Module 4

Designing personal careers and developing entrepreneurial mindsets

### LESSON DESCRIPTION

#### Sequence ①

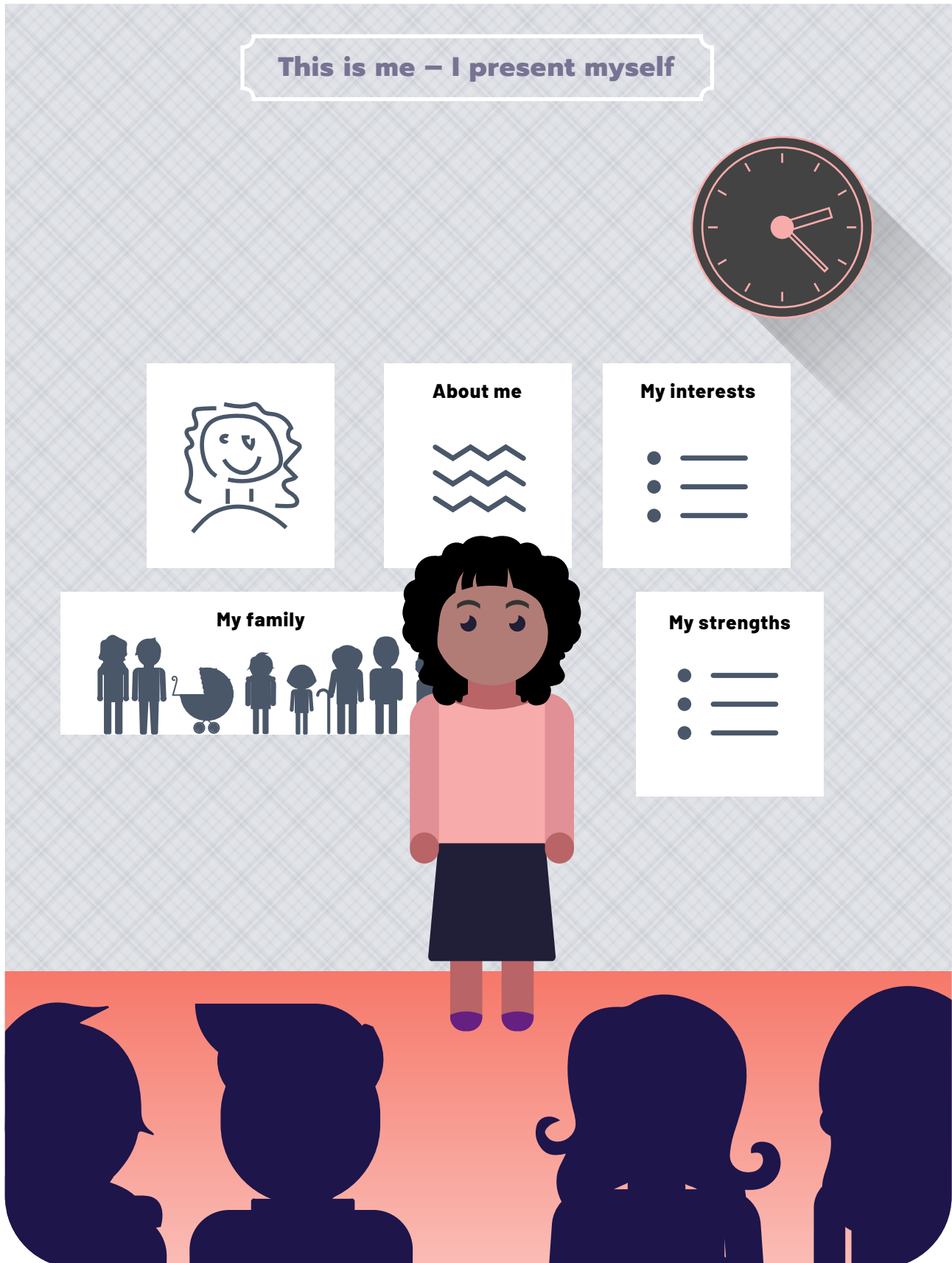
1. The teacher prepares some key words on the board or on a paper.
2. The teacher asks students to think about how they would present themselves, e.g. for a small job in their leisure time (babysitting, helping out, etc.).
3. The teacher talks about what is important for a presentation. He/she collects the students' ideas (e.g. what to present, clear sentences, loud voice, visual aids, eye-contact, etc.)
4. The students design a presentation of their person. For this they can use sheets of paper, just like slides on a power point presentation. On every sheet they can write few words or make a drawing. They can use a maximum of six sheets.
5. They exchange their ideas and try out their presentation with a partner. They can make adaptations if necessary.
6. As a homework task, the students practice their presentations.

#### Sequence ②

1. In the following lesson, the students come back with their sheets and prepare themselves for the presentation. Their classmates listen and after each presentation they give feedback. They write down one positive remark and one area of improvement. The teacher makes sure that feedback is given in a respectful, concrete and constructive way.
2. After all presentations, the teacher reflects together with the students on how they felt about presenting themselves.
3. If you could, which dream job would you apply for? Discuss this together.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ②**



**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

# CHILDREN HAVE THE RIGHT TO BE PROTECTED AND SAFE

### Goal

The students reflect on the importance of child protection and children's rights.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- 2 big groups
- Plenary discussion



### Preparation

- ① Illustration on board; Pictures; Children's rights cards; Paper, colouring pencils
- ② Circle of chairs for the plenary discussion



### Module 5

Personal safety

## LESSON DESCRIPTION

### Sequence ①

1. The teacher draws two children on the board. Speech bubbles are added. One child says: "I work in a factory", the other says "I haven't eaten for days". The teacher points to each picture and asks: "Is this child protected and safe?". He/she encourages the students to give reasons why not.
2. The teacher explains the meaning of being safe and being unsafe and writes two sentences on the board: "Children are safe and protected". "Children are unsafe and unprotected." A brainstorming is done for collecting more situations for the two columns. The teacher points out the "Declaration of the Rights of the Child (1959)" and the "International Day of the Child" on 20 November).
3. The teacher divides the class in two groups and hands out the children's rights cards and some cut-out pictures from magazines showing safe and unsafe situations (being nurtured, consoled, being taken care of when sick, bullying, violence, etc.).
4. The students look at all pictures and sort them into "safe" and "unsafe". They learn how to differentiate between situations in which children have to be protected and situations where this is not the case but should be.
5. The teacher coaches both groups and checks the correct sorting.
6. All students note all "safe/unsafe" cases in two columns.

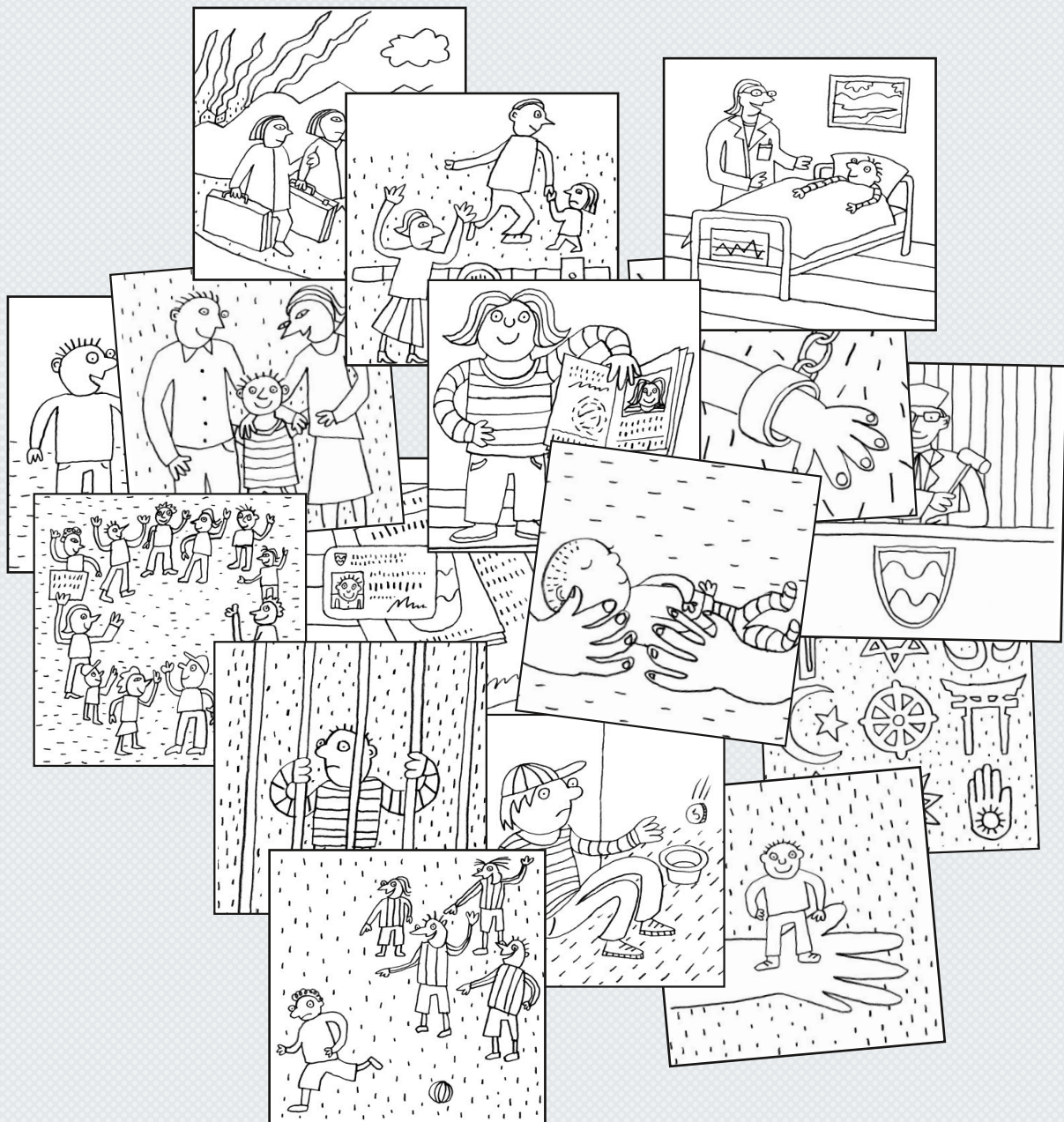
### Sequence ②

1. The students come back into the circle. The teacher reviews the differences between safe and unsafe or protected and unprotected.
2. The students work individually and think about one situation where they felt protected and safe and one situation in which they felt unprotected and unsafe.
3. They receive two A4 sheets from the teacher and write out a short paragraph of each situation. They also add a drawing underneath.
4. When the two pages are finished, they talk about their work with a partner.
5. It is up to the teacher and to the dynamics of the group whether a joint discussion is conducted. If yes, the question on how unsafe and unprotected situations could be prevented is discussed together.



**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①****Children's rights cards**

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



## TASK 18

# DANGEROUS SITUATIONS WHAT DO I DO?

### Goal

The students learn to understand different dangerous situations and develop strategies to deal with them.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Pair work
- Plenary discussion



### Preparation

- ① Circle of chairs for the plenary discussion; Pictures of dangerous situations; Small slips of paper
- ② Mobile phone; Poster with emergency numbers; Poster with key questions



### Module 5

Personal safety

## LESSON DESCRIPTION

### Sequence ①

1. The students sit in a circle. The teacher introduces the topic by putting a picture (or several pictures) of dangerous situations in the middle of the circle (e.g. fire, accident, theft, etc.)
2. The teacher starts a discussion about what kind of situations can be dangerous (at home, in school, on the street, etc.). The students share their thoughts. The teacher takes notes (on small slips of paper) and places them in the middle of the circle.
3. The teacher asks the students to form pairs. Each pair can choose one situation. Each pair thinks about what to do in each situation. They take notes and prepare for a small presentation.
4. The students come back into the circle and present their ideas. The teacher elicits strategies like calling for help, calling the emergency numbers of police, ambulance or fire, asking an adult, going to the teacher, etc., depending on the situation.

### Sequence ②

1. In the next lesson, the students sit in a circle again. The teacher repeats the different dangerous situations and points out the different institutions that can be contacted in the case of fire, health emergencies or threats to safety/crime. The teacher might also ask if the students have already experienced such situations. The numbers of police, fire department and ambulance are noted down in big letters on a poster. The poster is displayed in the classroom.
2. The students are now asked to role-play one dangerous situation. Again, the same pairs go together (as in sequence 1) and work on their situation. The teacher discusses with the students the most important key questions and answers they have to remember when calling an emergency number: "Who" is calling? "What" happened? "When" did it happen? "Who" is involved/hurt, etc.? "Where" is it?
3. The pairs practise their role-play.
4. The students come back into the circle. Some pairs can present their role-play.
5. A final big poster with the key questions and key information to be given to emergency services is displayed in the classroom.




**MATERIALS FOR THE STUDENTS**


On blackboard/projector/worksheet


**Sequence ②**

**Conduct in case of danger**

**Emergency numbers**

 ? ? ?





**What do I do?**


**WHO** is calling?

**WHAT** happened?

**WHEN** did it happen?

**WHO** is involved/hurt etc.?

**WHERE** is it?





## TASK 19

### BEING SAFE ON THE STREET

#### Goal

The students learn how to conduct a survey. They identify roadside risks in their environment around their school and on the street. They develop smart behaviour in traffic and learn how to keep themselves safe.



#### Time needed

- ① 45 minutes
- ② 45 minutes



#### Social settings

- Pair work
- Group work
- Plenary discussion



#### Preparation

- ① Sketched map of the school surroundings; Questions for survey on cards or board; Template for bar chart on board
- ② Circle of chairs for the plenary discussion



#### Module 5

Personal safety

#### LESSON DESCRIPTION

##### Sequence ①

1. The teacher shows a rough sketch of the roads around the school. The teacher asks the students from which directions they come to school and where they cross the roads. The students take colouring pens and draw in their routes to school.
2. The teacher tells the students that they will conduct a survey about road safety. The students form pairs. The teacher hands out one question card to each pair.
3. The students conduct the survey and then come back into the circle.
4. The teacher collects all the answers and fills them in on the board.
5. They discuss the survey. How did the majority answer? Where are the highest risks? When is it hardest for drivers to see you? What can drivers do to protect you?
6. For homework, the teacher asks the students to design a flyer for (new) students about how they can keep safe on the street. They can design their flyer however they want, but it has to contain at least five rules for safe behaviour. The teacher can give examples.

##### Sequence ②

1. In the following lesson, the students take their flyers and display them in the classroom.
2. All students walk around and look at the flyers as if they were at an exhibition.
3. Then they form a circle with their flyers and give examples of their rules. The teacher collects the examples.
4. Afterwards, they go outside and practice their safe behaviour on the streets with their flyers. Depending on the class, the teacher can also form smaller groups of four to practice their behaviour and give each other feedback on it.
5. Afterwards, they come back into the classroom and the circle and discuss whether their rules were realistic and whether they kept to them.



## MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

### Sequence ①



### Questions for the survey



Do you think roads in your neighbourhood can be dangerous for kids who are walking or cycling?

When walking or cycling on roads, do you ever worry you might be run over by traffic?

Have you ever been hit or nearly hit by a vehicle while walking or cycling?

Do you think traffic sometimes goes too fast on the roads in your neighbourhood?

Do you think the route between your home and school should be made safer for kids to walk or cycle?

Do you think you would walk and cycle more if roads in your neighbourhood were safer?

Would you like to walk and cycle more, for example to get to school, go to the park, or to see friends?

Do you think more pavements, paths or crossings are needed in your area to walk or cycle to the park or shops, to see friends or get to school?

Have you ever been in a car with a driver who you think has gone too fast?

Have you ever been in a car with a driver who was talking or texting on a phone?

Have you seen drivers on their phones in your local area?

**Have you ever been in a car with a driver who was talking or texting on a phone?**

**Yes**

||||

**No**

||||



## TASK 20

# BEING SAFE AT HOME AND IN SCHOOL

### Goal

The students think of dangerous situations at home and in school and develop adequate responses in the case of an emergency.



### Time needed

- ① 45 minutes
- ② 45 minutes



### Social settings

- Individual work
- Group work
- Plenary discussion



### Preparation

- ① Pictures of dangerous situations at home or in school; Small cards, large paper, colouring pens
- ② Circle of chairs for the plenary discussion; Group posters from sequence 1



### Module 5

Personal safety

## LESSON DESCRIPTION

### Sequence ①

1. The teacher starts the lesson with the game "Fire, Water, Lightning": The students move around to music. When the music stops, the teacher says one word: "fire", "water" or "lightning". Fire: all students climb up a chair or sit on a table (their feet have to be off the ground). Water: all students drop to the floor and pretend they are swimming. Lightning: all students stop and freeze as if struck by lightning.
2. Then, everybody gathers in a circle. The teacher talks about dangerous situations, at home or at school. The students collect different dangerous situations. The teacher records them on small slips of paper and places them in the circle.
3. The teacher chooses different situations that the students will work on. They are divided in groups of four (so the number of situations has to match this). Each group will work on one situation.
4. In groups, they discuss what to do in their situation and write it down. Then, they make a poster with their recommendations. The teacher walks around and coaches the groups.

### Sequence ②

1. The students present their posters. A nominated "expert" each from two of the groups stand in front of their poster while the rest of the class walks around. The two "experts" explain their groups' poster and answer questions.
2. After this, they have their turn to look at the different posters. The remaining two "experts" now stand in front of their poster and explain it and answer questions.
3. When the poster presentation is finished, everybody comes back into the circle. They talk about how they experienced making the poster and the marketplace. The teacher rounds up the discussion with a role-play game.
4. The students have to imagine being in an emergency situation. An emergency phone call is acted out. Together with the teacher, the students decide on one situation (e.g. an accident in school, a fire at home, etc.). One student plays the caller, the other one plays the person on the emergency hotline. The teacher points out the kind of information the caller has to give: "What? When? Where? Who?" The emergency call is practiced several times.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

**Sequence ①**