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A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 6



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GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 6" 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:

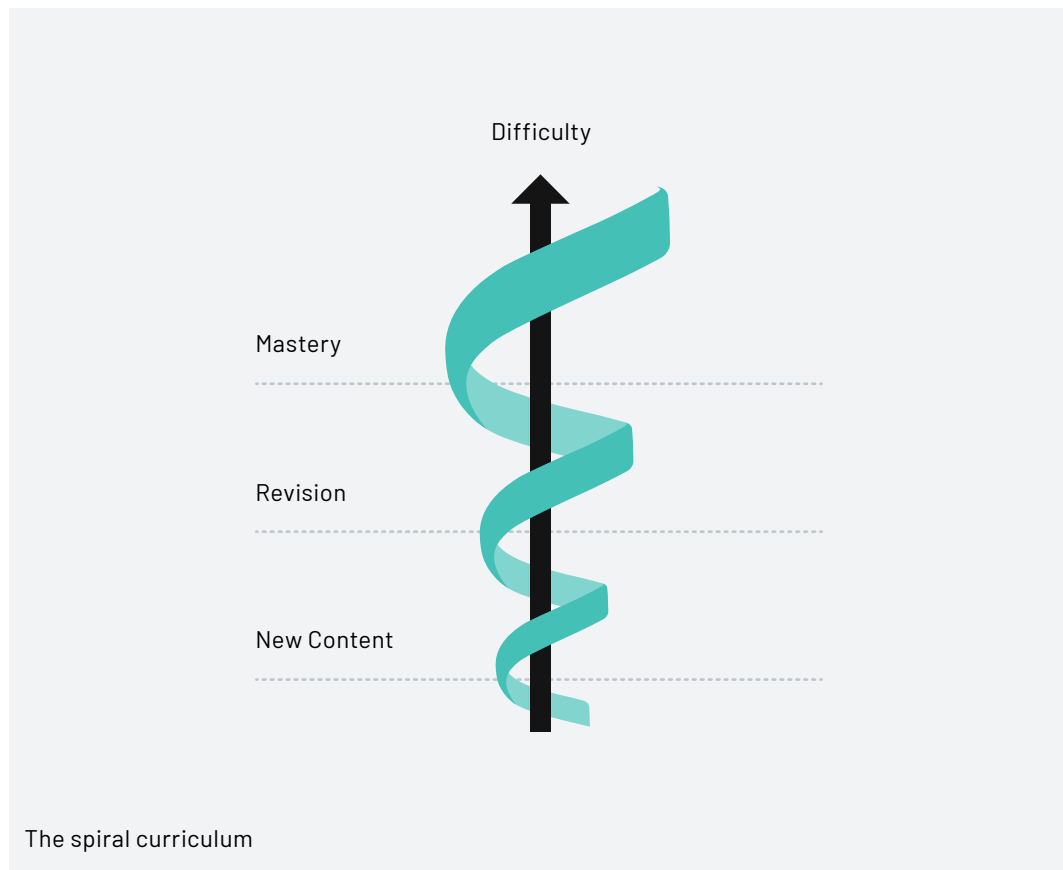
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility,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

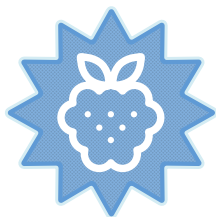
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 6

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:

- identifying one's own resources and showing a positive attitude towards oneself,
- avoiding labels, resolving conflicts constructively, showing respectful behaviour,
- establishing a connection between emotions, actions and their consequences, and
- creating emotional balance by applying emotional control strategies.

The topics in Module 1 focus on the personal history of the student and his/her values (task 1), relationships (task 2), dealing with emotions (task 3), and finding strategies for conflict resolution (task 4).

Module 2:

Ensuring quality of life

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

- applying moral norms and values as positive, success-oriented resources,
- establishing a relationship between norms and values based on personal decisions and the quality of outcomes and consequences, and
- assessing the consequences arising from personal actions, in relation to compliance with norms and values.

The topics in Module 2 focus on personal norms and values (task 5), valuing work and using one's own resources (task 6), finding strategies for decision-making (task 7), and managing own financial resources (task 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 your own health using particular criteria and hygienic norms to maintain and strengthen health,
- maintaining order and cleanliness in the home and school environment, taking care of one's own health,
- accepting responsibility for one's own health, demonstrating resistance to dangerous temptations, and
- demonstrating cautious behaviour, self-preservation and expressing a state of well-being.

The topics in Module 3 focus on the environment and the consequences of air pollution (task 9), the importance of physical and mental health (task 10), how to maintain a healthy diet (task 11), and dealing with the dangerous temptations of different drugs (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 professions required in the community, working towards personal career design and socio-professional integration,
- matching personal results in different school disciplines with prospective personal and professional development in certain areas, and
- formulating personal initiatives oriented towards entrepreneurial activities that capitalise on one's own potential and self-image.

The topics in Module 4 focus on obtaining an initial overview of the professional world and one's own interests (task 13), analysing one's own strengths, creating a profile and matching one's own strengths to a given professional field (task 14), analysing self-image and self-perception and contrasting these with others' perceptions (task 15), and finding a creative solution for presenting oneself with a personal logo (task 16).

Module 5:**Personal safety**

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

- describing exceptional situations and explaining the consequences for human security,
- respecting road traffic rules and safety rules in exceptional situations with a cautious attitude towards oneself,
- designing one's own safety when exploring the virtual environment, and
- transforming personal behaviour into security roles, demonstrating respect for normative provisions.

The topics in Module 5 focus on reflecting on responsible use of mobile phones and social media (task 17), on cyber bullying (task 18), my personal safety (task 19), and questions about safety in the neighbourhood as a common good (task 20).

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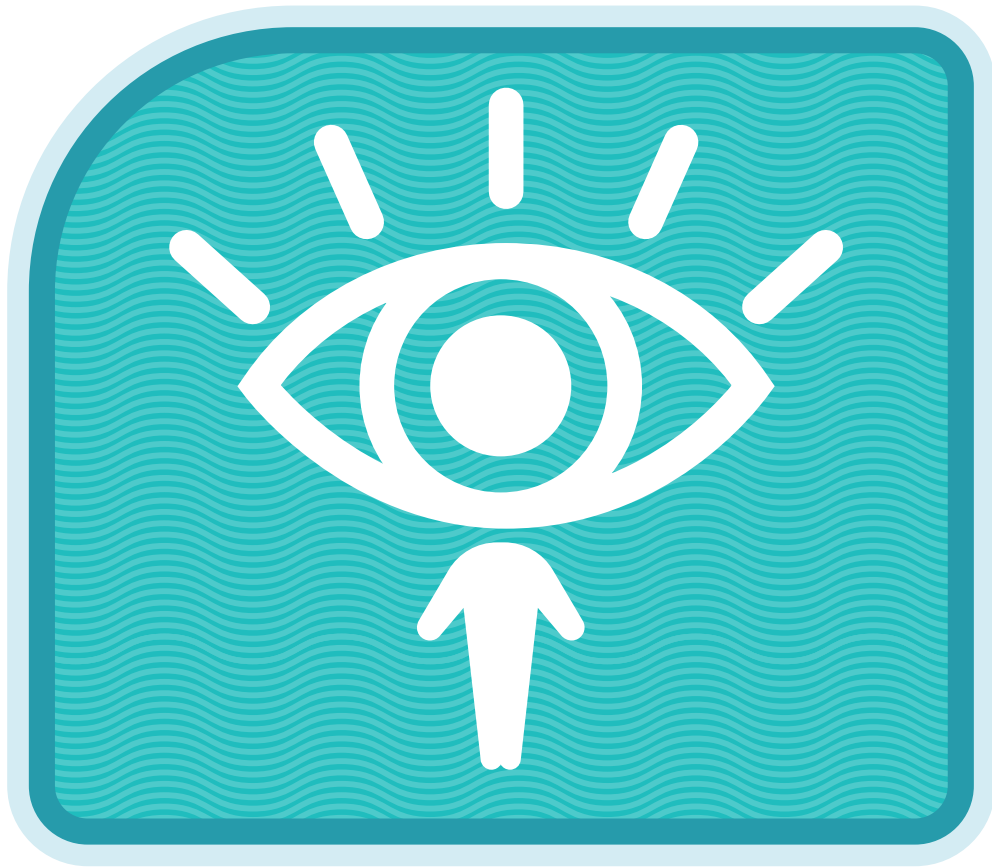
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MODULE 1

SELF-KNOWLEDGE AND KNOWLEDGE OF OTHERS

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



TASK 1

CREATING MY OWN VALUES

MAKING THEM VISIBLE IN A "HAND OF LIKES"

Goal

The students develop positive attitudes towards themselves and others and think about values and labels.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Paper, colouring pens



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

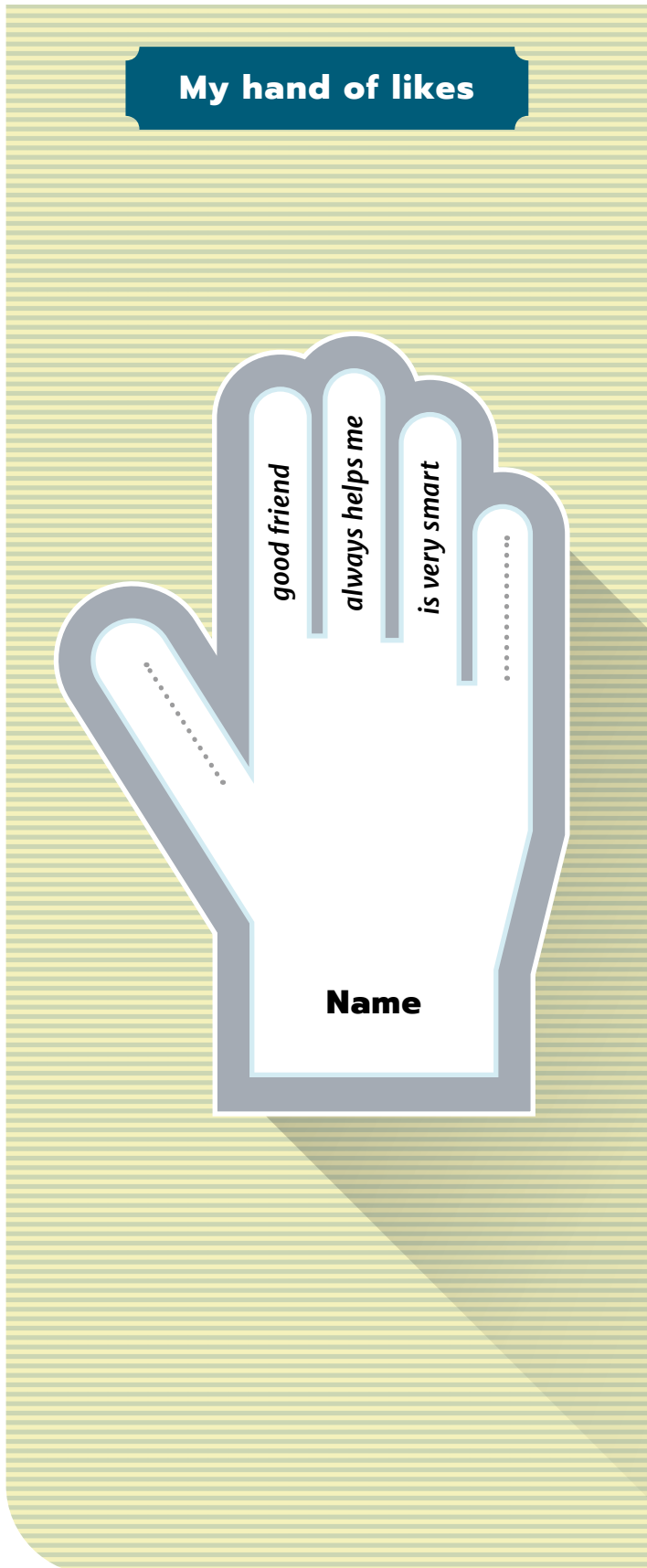
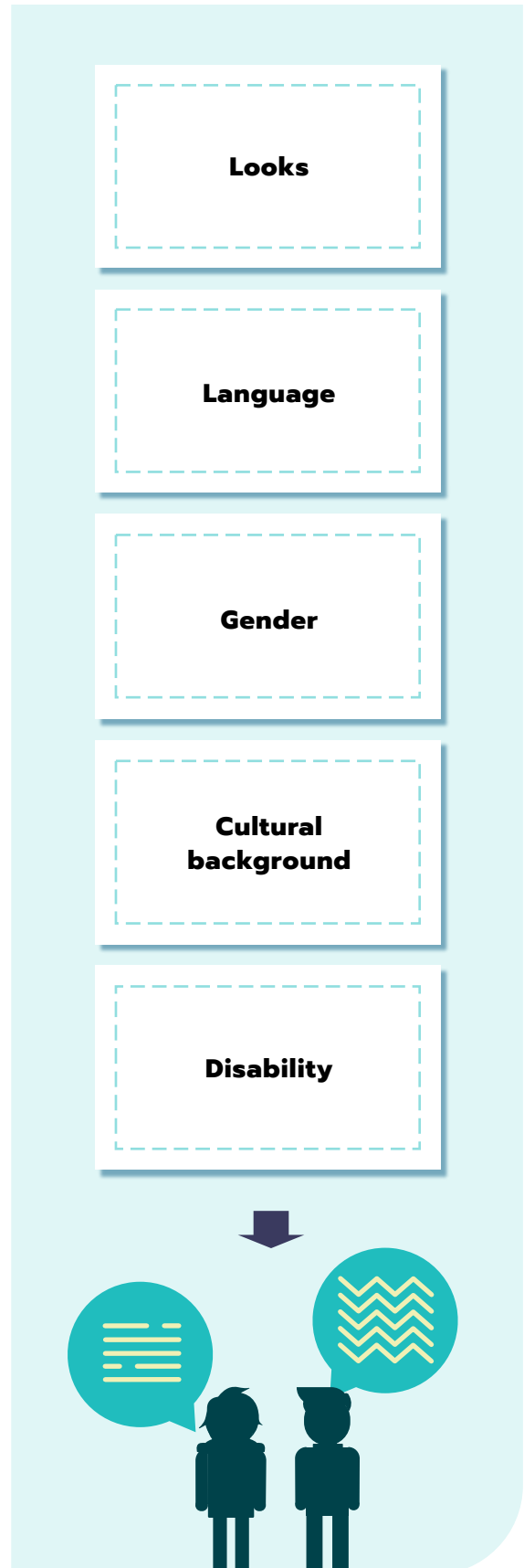
1. The teacher sketches a big hand on the board. The students trace their hand on paper and write their name across the wrist.
2. Each student now asks five colleagues to write something they like about him or her on each finger.
3. The students read what the others have written and think about whether they agree with it.
4. All students come into a circle. The teacher starts a discussion about self-perception and perception of others. He/she initiates the discussion with questions like: "Do you agree with what your colleagues wrote about you? Which things were new to you? Which things are important to you?" Values such as friendship, trust, reliability, humour, care, etc. are elicited.
5. After the discussion, the students decorate their hand of likes and display them in the room.

Sequence ②

1. The students sit in a circle. The teacher refers to the displayed hands of likes. He/she points out that sometimes others have different views of us than we do of ourselves. Sometimes these are strengths we have not seen, sometimes they are weaknesses or prejudices that are wrong. It is very dangerous to label a person because of something we see. What kind of thoughts make us label others?
2. The teacher puts word cards into the middle of the circle. He/she collects ideas from the students about how these aspects can influence our perceptions and opinions of others before we know them. The students talk about their examples.
3. The students form pairs. They imagine a situation where one student is labelled by another student through a certain impression or prejudice. They describe the situation and also formulate two possible solutions to the situation.
4. They come back into the circle and present their situation and the two solutions. Together, the solutions are discussed.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①**Sequence ②**



TASK 2

MY PERSONAL BACKGROUND

MY FAMILY RELATIONSHIPS AND FAMILY TREE

Goal

Students reflect on their family relationships and where they come from. They learn how to make a family tree.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Sketch of family members on the board or figures to represent family members; Template of a sociogram
- ② Template of a family tree



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. All students sit with their chairs in a circle. The teacher draws a sketch of a family on the board or uses small toy figures to represent different family members.
2. The teacher points out that families can be different and consist of more or less members. He/she gives some examples. They are placed next to the figures on the floor or next to the sketch on the wall. He/she points out that one can be very close to family members or not so close. When using figures, he/she can move the figures closer or farther away from each other.
3. The students think individually about their families. They do this through a sociogram. They draw themselves in the middle of the paper and draw concentric circles around themselves. The teacher can also use a template for this. Then, they decide in which circle to put which family member. They write their names and draw them.
4. The students form pairs and exchange their sociograms. Sharing this in the plenary can become uncomfortable for some students because of difficult family situations.
5. For homework, the students are asked to bring photographs of their families to the next lesson.

Sequence ②

1. The students sit in the circle. The teacher introduces the concept of a family tree. He/she can do this by using an example (e.g. from the Internet) or building up his/her own family tree with small slips of paper or on the board.
2. The students start to draw their own family trees. They do this individually. If possible, they also fill in the dates of birth (or deaths) of ancestors. If not, they can collect this information at home.
3. Afterwards they share their family trees in the plenary.
4. In a plenary discussion, the teacher asks the students to talk about their experiences with both exercises.



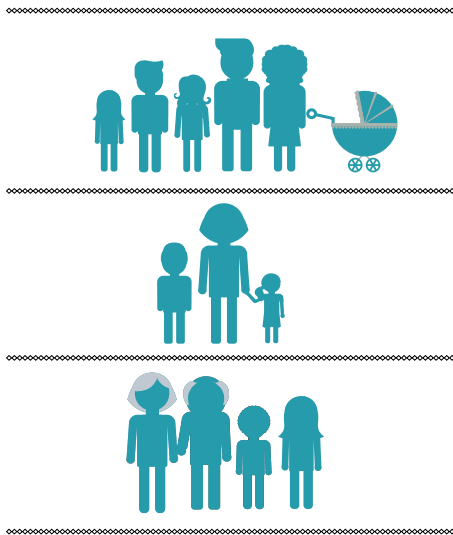
MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

My family relationships

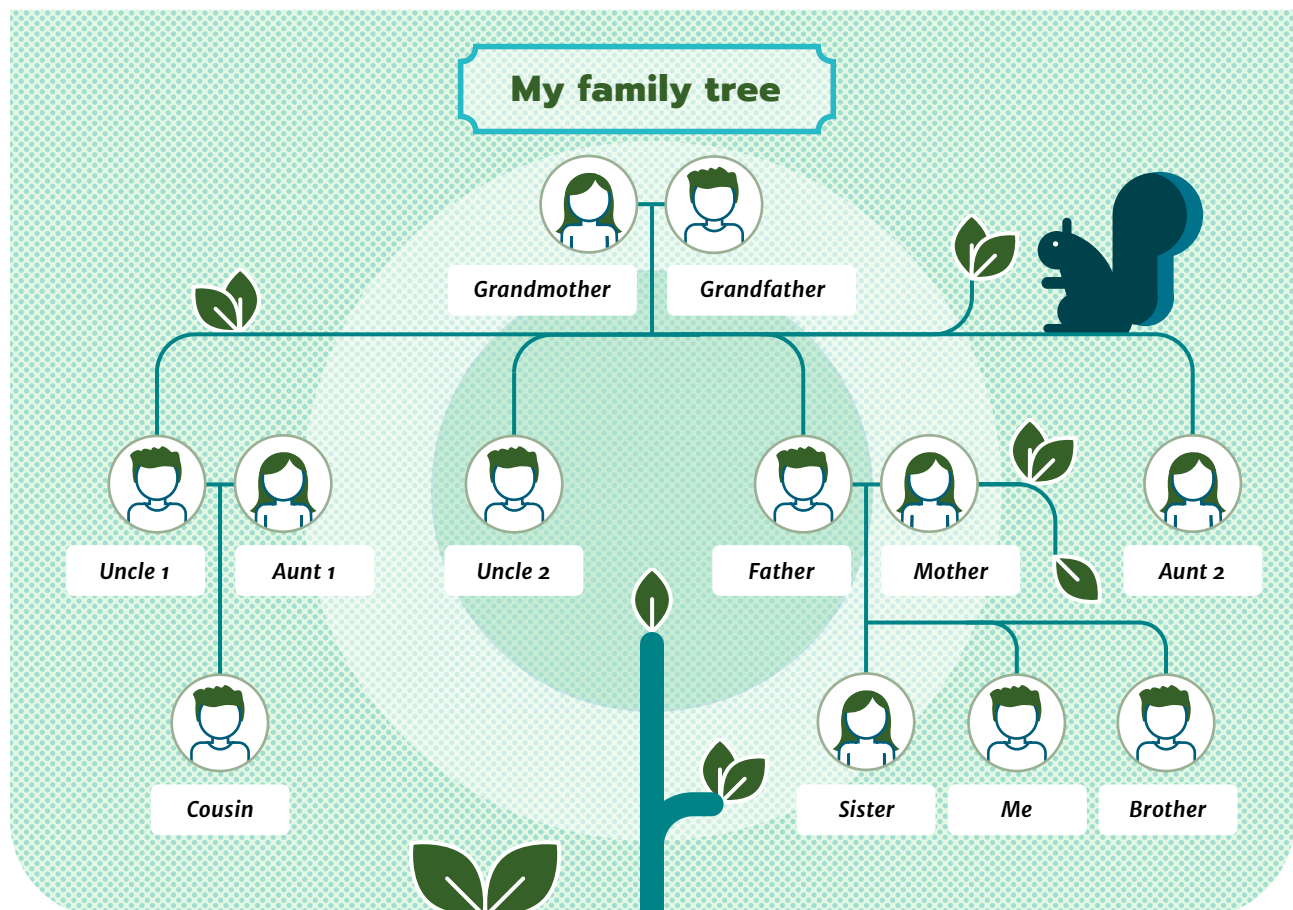
Examples of family types:



Example of a sociogram:



Sequence ②





TASK 3

DEALING WITH EMOTIONS MY FEELINGS, YOUR FEELINGS

Goal

Students establish the connections between emotions, actions and their consequences. They learn how to change perspective and reflect about the impact of emotional states.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Word cards with different emotions
- ② Paper, colouring pens; Computer or smartphone



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The students sit in a circle. The teacher introduces the topic by putting word cards with different emotions on the floor. He/she could also hand out the word cards to individual students and ask them to act out the described feeling.
2. A discussion is started about how emotions are developed and in which kind of situations certain feelings occur.
3. The students form pairs. Each pair receives two different cards. The pairs find a space to sit or stand. First, they act out the emotion and the other one guesses. Then, they reflect on how they react and behave when they experience this emotion. They exchange cards and do it again.
4. The students come into the circle. The teacher collects the strategies from the students. He/she writes them down so all of them can see (flipchart, board, etc.). The teacher starts a discussion about alternative ways of dealing with emotions.
5. The students choose one strong emotion and write down one situation where
 - they experienced this emotion,
 - they indicate which strategy they used when dealing with it,
 - they write down how they reacted and
 - they think about a different strategy and describe how the situation would have developed as a result.
6. They share their results in pairs.

Sequence ②

1. The teacher writes two headlines on the board: "This makes me happy" and "This makes me sad".
2. The students choose how they want to express their feelings:
 - Write about it (story, poem, blog)
 - Make a drawing, painting, cartoon or comic
 - Take photos with a smartphone (and combine them with artwork)
 - Practice a roleplay game (perhaps with somebody else)
3. They work on their product.
4. They present it in front of the group (plenary).



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



Sequence ①

Word cards with different emotions:

happy	excited
disappointed	angry
surprised	sad
brave	jolly
lonely	insecure

List of strategies for dealing with emotions:

- *talking to a close person*
- *reading, surfing the Internet*
- *listening to music*
- *doing sports*
- *sleeping*
- *eating*
- *being alone*
- *breaking something*
- *hurting myself*
- *not eating*



TASK 4

DEALING WITH CONFLICTS FINDING DIFFERENT STRATEGIES

Goal

Students learn how to apply emotional control strategies and how to solve conflicts constructively. They learn how to apply respectful behaviour in conflict situations.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Task on board or worksheet;
Word cards with types of conflicts
- ② 6 steps of conflict resolution on board or worksheets



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the lesson with a question on the board: "What can cause a conflict in school, with friends or within your family?" The students engage in a short brainstorming session. The teacher takes notes on the board. He/she differentiates between common problems (that affect more people) and individual problems (that only affect one or two people).
2. The teacher asks a student to come to the board and circle all individual problems.
3. The students sit in a circle. The teacher presents different ways of finding a solution to a conflict (e.g. word cards with terms win-win, win-lose, lose-win, lose-lose).
4. The teacher presents the four descriptions of these situations. The students then find the matching pairs.
5. The students form pairs and discuss the matching pairs. They write out the correct answers in a table.
6. The teacher presents the following conflict: "Katja, an 18-year old girl, wants to watch YouTube on the iPad. Her brother Marvin, 13 years old, needs the iPad to check an email from his teacher."
7. The students think about this situation and try to figure out what the four situations win-win, win-lose, lose-win, lose-lose could be. They come back with their ideas in the next lesson.

Sequence ②

1. The students sit in a circle. The teacher collects the four outcomes of the given situation from the students. The different versions are compared and discussed.
2. He/she presents the 6 steps of conflict resolution.
3. The students work in pairs. They go through the 6 steps and apply them to the iPad conflict. They write down the 6 steps.
4. Each group now finds another pair and they exchange their 6 steps. In a final plenary all students come back to the circle and talk about their solutions for the 6 steps. The teacher reminds the students that following the 6-step-conflict strategy is a useful way of dealing with a conflict.



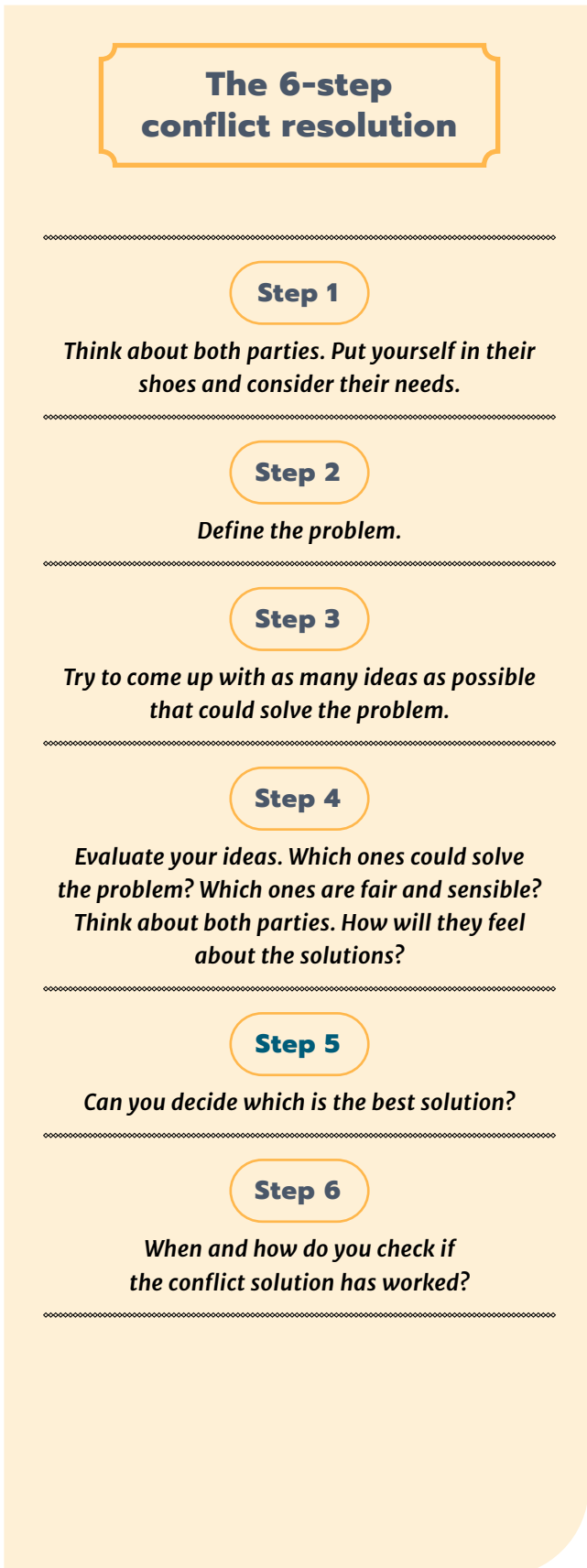
MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



Sequence ②





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

INTEGRITY, NORMS AND VALUES THIS IS IMPORTANT TO ME

Goal

The students understand the meaning of values and norms. They learn how to develop a relationship between norms and values and their own person.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Pictures of famous people on the board
- ② Keywords on the board



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher puts pictures of famous people on the board (national, international and from all genres. The pictures could also be brought by the students). They collect what they know about these people.
2. The students now think individually about who is a role model. They decide on one person (if this person is not on the board, they write the name in their book). The students write down what they know about their role model (or search the Internet).
3. The students come into a circle and present their role model. All other students can ask questions.
4. The teacher shows some questions (on the board, a copied sheet, etc.) to the students. They discuss the questions.
5. For homework, students answer the questions in writing and bring them back to school.

Sequence ②

1. The students form pairs. They exchange their answers.
2. The teacher introduces the following task: The students have to develop their own description of their person and what is important to them. They can decide which product they want to make: a poster, essay, poem, drawing, cartoon, etc.
3. The product should represent their values and norms. For this, the teacher writes keywords on the board that can be hints for the students. He/she goes through the keywords and explains that these are values.
4. The students work individually on their product.
5. When they have finished, the teacher organises a marketplace where all products can be displayed and looked at.
6. In a final plenary, each student briefly mentions one thing that was easy for him/her and what was challenging.

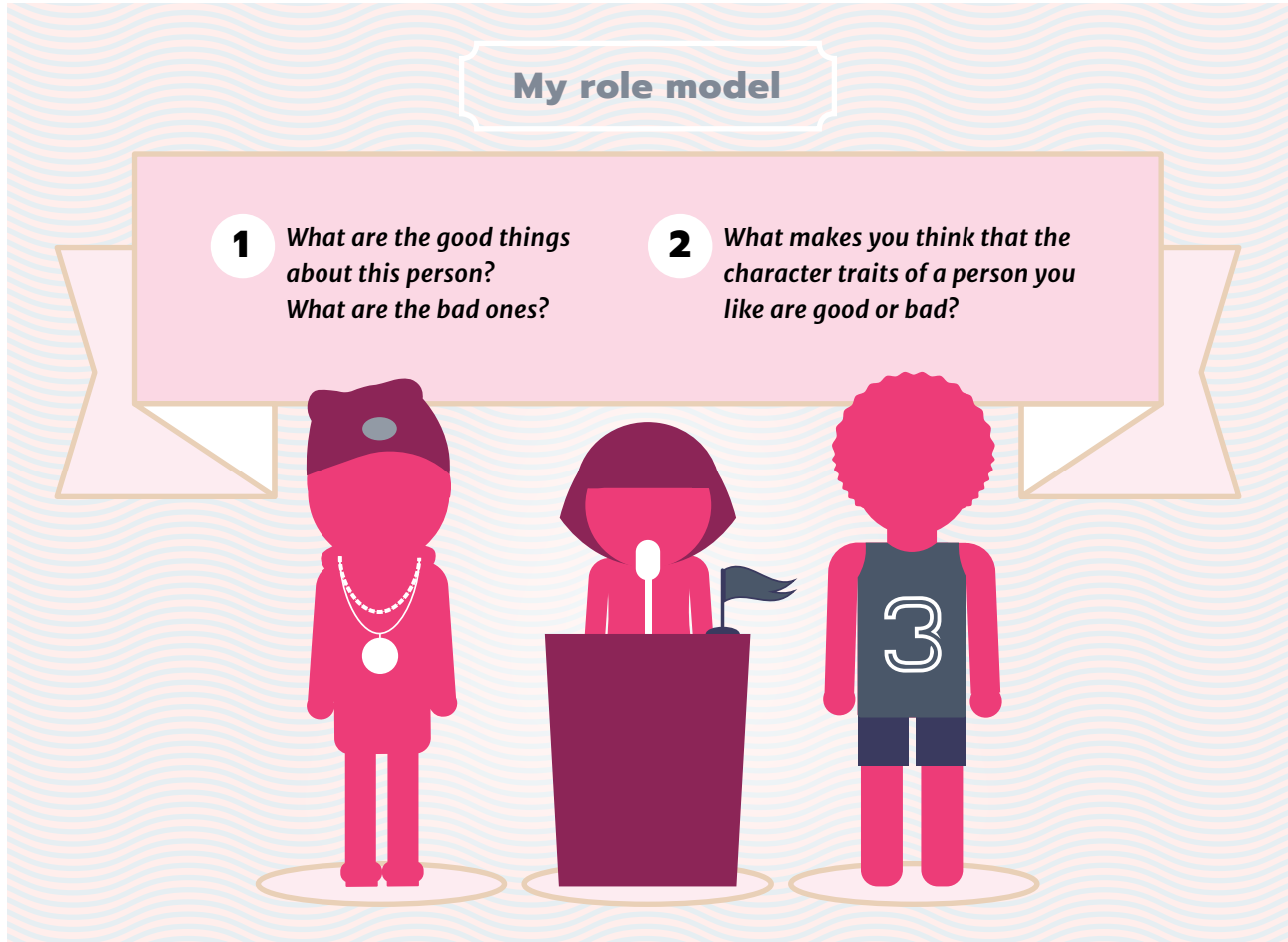


MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Questions for discussion and homework:



Sequence ②

Write these key words on the board, or show them as flash cards:





TASK 6

THE IMPORTANCE OF EDUCATION AND WORK I GIVE EVERYTHING

Goal

Students reflect on the importance of lifelong learning. They learn to develop methods of affirmation that enhance perseverance. They understand that learning methods can be different for different people, at different ages and stages of life.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Picture of stairs/ladder on the board; Questions for interviews
- ② Word cards with success factors



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the task by drawing a staircase or a ladder on the board. A person is drawn on the lower stairs. This is where the students are now, in Grade 6. The teacher explains that in the course of their lives they will climb up the stairs. The teacher emphasises the point that biographies of people can be very different and sometimes unforeseen.
2. A discussion is started about the factors that are important to successfully reach goals in life. The students share their ideas. The teacher collects their ideas on the board.
3. The teacher explains that the students will ask two adults about their biographies and the things that contributed to their biographies.
4. The students form pairs and think about what kind of questions they could ask. They write down three to four questions.
5. The students form a circle and present some of their questions. The teacher adds some example questions. A joint interview guide is put together.
6. All students write out this interview guide individually.
7. By the next lesson every student must interview two adults and record the answers.

Sequence ②

1. The students form pairs and exchange their interview results. They discuss similarities and differences.
2. Then they form a circle. The teacher starts a discussion on the success factors that the adults noted in their biographies. Words like "stamina", "perseverance", "patience", "hard work", etc. are collected. The idea of lifelong learning is emphasised. The teacher uses word cards.
3. The teacher asks the students to think about how they can keep up their motivation and hard work and how they can push themselves.
4. The students go back to their desks and write down their personal recipe.
5. The recipes are displayed in the classroom and shared in a plenary.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Examples of interview questions:



Sequence ②

Word cards for discussion:





TASK 7

MAKING THE RIGHT DECISIONS A DECISION-MAKING WORKSHOP

Goal

The students think about how to make the right decision in different situations. They develop a sense for decision-making.



Time needed

45 minutes



Social settings

- Pair work
- Plenary discussion



Preparation

Word cards or worksheets



Module 2

Ensuring quality of life

LESSON DESCRIPTION

The teacher asks the students to brainstorm some of the decisions they have to make in a typical day. He/she records the responses on the board: E.g. to watch TV, what game to choose, when to do homework, etc. The teacher mentions that they will do a decision-making workshop. The students have to work through different steps, always in pairs. The steps are labelled from 1 to 6.

1. Dilemma situations: The students read the dilemma situations on the board or on a worksheet. The students work on the situations individually and write down their decisions. They then form pairs and talk to each other about how they made their decisions.
2. Method 1: Different decision-making methods are on the board or on a copied sheet. The students tick or write down the ones that they applied to the two situations.
3. Major and minor decisions: As a next step the students learn how to distinguish minor and major decisions. In twos they collect minor (no long-lasting big impact) and major decisions (long-lasting big impact) and write them down.
4. Method 2: The students reflect in pairs which decision-making methods they apply in which decisions (minor or major). They write down their answers in two columns.
5. They also think about the consequences of major decisions, e.g. eating junk food again and again could affect your health. The students list other major decisions that could affect their health, relationships, school, job/career, etc.
6. The students identify what influences their decision making: E.g. parents, school teachers, friends, rewards, costs, etc.

In a final plenary discussion, the teacher asks the students what they have learned from the lesson and how they experienced the six-step workshop.



MATERIALS FOR THE STUDENTS

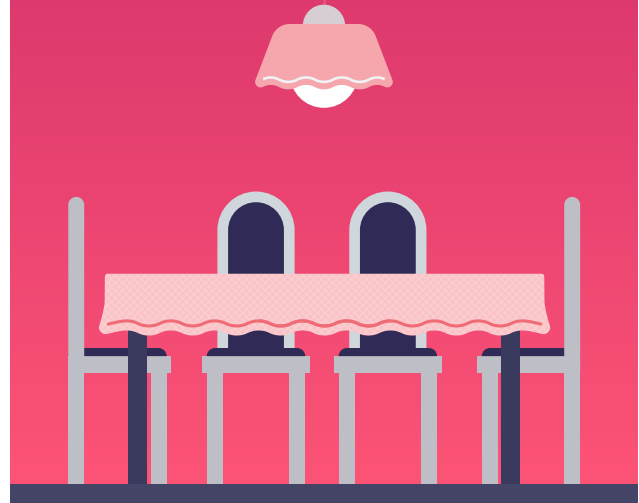
On blackboard/projector/worksheet

Examples of a dilemma:

You have saved up for your sister's birthday present, but you really want to buy something for yourself.



You have agreed to visit your Grandma, but your friends are going to see a movie and you want to join them.



Solutions:

- Asked a friend for their opinion
- Thought about the pros and cons
- Went along with the majority view
- Tossed a coin
- Panicked

- Took advice from the experts
- Acted on impulse
- Did what I felt right
- Carefully considered the options
- Other

Step 4, Method 2

Situation	Major decisions	Methods	Minor decisions	Methods
Birthday present	Birthdays are more important	Took advice from parents, use money for present		
Grandma dinner	Sticking to my agreement	Thought about pros and cons	Did what I felt right in this situation	Acted on impulse



TASK 8

MANAGING FINANCIAL RESOURCES MY POCKET MONEY

Goal

The students reflect on saving pocket money and develop a sense of how to manage a budget.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

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



Preparation

Circle of chairs for the plenary discussion; Group tables; Budget cards or worksheets; Paper



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher starts the lesson with the questions: "Can we always have what we want?" / "Why not?" He/she starts a discussion about the difference between "needs" and "wants".
2. The teacher emphasises that we often need to make choices. We have to make a budget.
3. In pairs, the students work out what they need to think about before they go and buy something, e.g. how much money they have, how much things cost, what they want, etc.
4. The students talk about their results in the plenary.
5. The students form groups of four and work on different scenarios. The teacher fills in the scenario cards with how much money there is to spend for the different scenarios. The students need to look at how much money there is to spend and what the person has decided he/she wants and needs. Then, they figure out if they can achieve it. They use the budget worksheet.

Sequence ②

1. The groups bring back their budget plans into the plenary and present them. They receive feedback from the others.
2. The teacher encourages the students to think about their own needs and wants.
3. The students write down their wants in a short paragraph on a piece of paper, indicating how they want to save up money for it. They do not write down their names on the paper.
4. The teacher collects all papers and puts them in the middle of the circle. One student picks one piece of paper and reads it out loud. The other students can comment on it or add ideas for saving money. Or, a quiz can be played, trying to guess whose paper is read out.
5. As a final input, the teacher asks the students how one can afford things. Apart from saving money, people can also take a loan. The teacher explains the difference.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Making a budget plan

Example of a budget card:

Sammy has
pocket money per week.

Needs: New pencils for school,
birthday card for the sister

Wants: Sweets and two comics

Needs:



Wants:



Budget plan

Name: _____

Income	Expenditure		
Pocket Money			
Total Income	Total expenditure		
Total Balance (Balance = Income minus expenditure)			

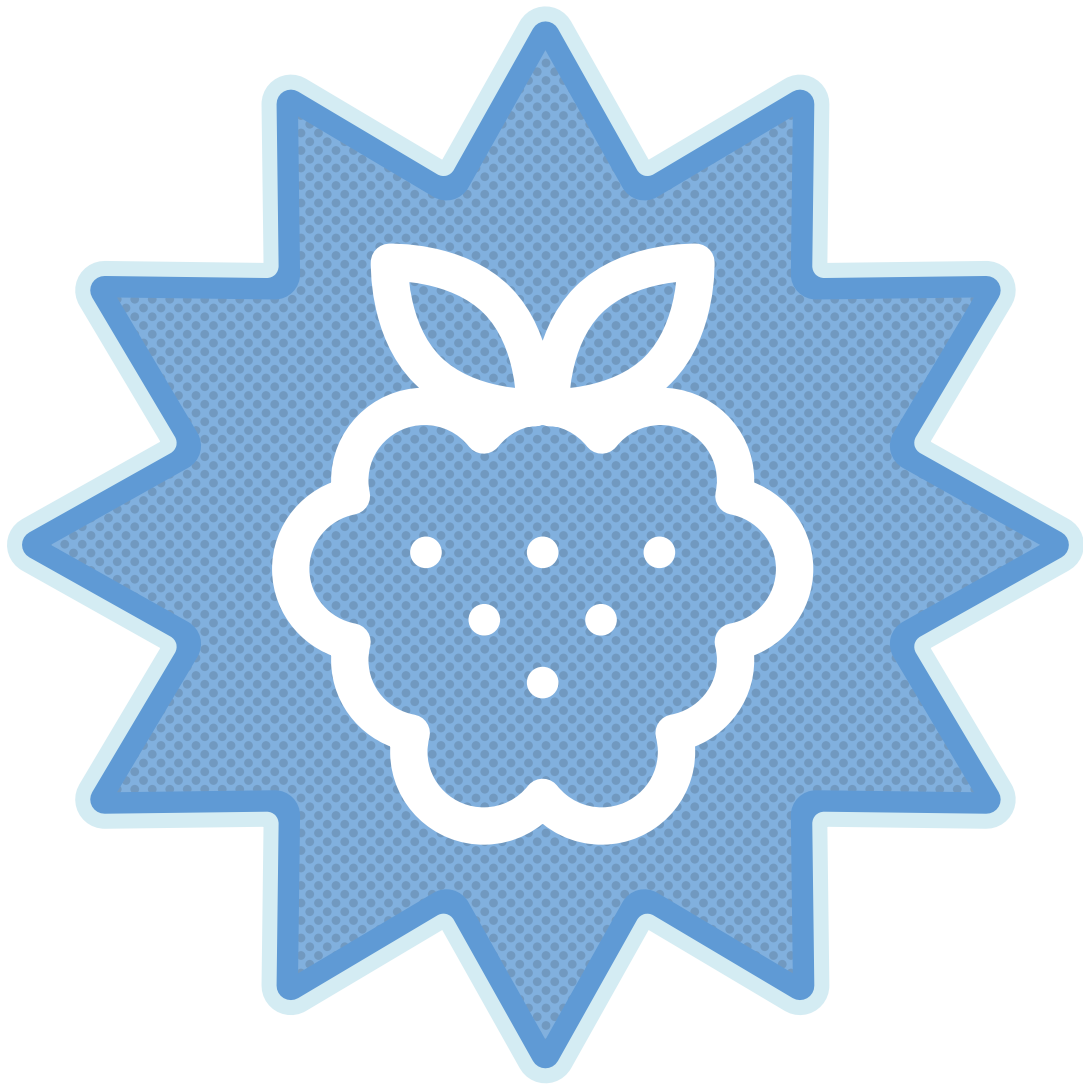
Sequence ②

Credit, loan, debit

.....
Credit is borrowing a sum of money which
is then paid back over a period of time.
You will be charged interest which is the
charge (or cost) for borrowing the money.
.....

.....
The longer you borrow the money for the more
you will be charged.
.....

Debt is the money you owe.
.....



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

IS AIR ALSO FOOD? AIR POLLUTION

Goal

The students understand the importance of a healthy environment for their development. They acquire knowledge about the effects of pollution on health. They learn how to analyse their behaviour and prevent air pollution.



Time needed

45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Information about air quality; Picture of a city with severe air pollution



Module 3

Healthy lifestyles

LESSON DESCRIPTION

The students gather in a circle. The teacher shows the students a picture of a city with heavy air pollution.

1. The teacher asks questions like:
 - What can you see on the picture?
 - Which problems are there?
 - Are there invisible dangers for our health?
 - Where do you think this photo was taken?

The students discuss. When the question of air pollution is mentioned, the teacher introduces the group work task. In groups of four the different elements of air pollution are worked on. What is air made of? 87 % nitrogen, 21 % oxygen, 1 % other gases. What does polluted air include? Ozone, fine dust, nitrogenous harmful substances.

2. Each group focusses on one harmful substance and collects answers about what harm it does. The teacher provides information for each group (books, magazines, Internet, etc.).
3. After 20 minutes the students gather in the circle again with their answers. The effects of air pollution on humans and on nature are discussed. Issues like lung diseases, pollution of soil, missing harvests, etc. are pointed out in the plenary.
4. As a final task the students think about what can be done to prevent air pollution. They collect ideas on what students can do, what industry can do and what politics can do about it. The teacher sorts their ideas in the three columns (students, industry, politics), e.g: Students – going by bike to school, industry -writing a letter to a local factory pointing out the effects of air pollution, politics – contacting local authorities and raising awareness for more bike tracks.
5. Together the class choses an idea that they want to follow up together.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Fighting air pollution

Students	Industry	Politics
<ul style="list-style-type: none">• <i>going by bike to school</i>• ...	<ul style="list-style-type: none">• <i>writing a letter to a local factory pointing out the effects of air pollution</i>• ...	<ul style="list-style-type: none">• <i>contacting local authorities and raising awareness for more bike tracks</i>• ...





TASK 10

STAY CALM AND WORK HARD PHYSICAL AND MENTAL HEALTH

Goal

Students learn about the importance of physical and mental health. They develop ideas for maintaining physical and mental health. They adopt a positive attitude towards their own health.



Time needed

45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Information on physical and mental health, information about stress; Slips of paper for the mind-map; Weekly plan for school/work-life-balance



Module 3

Healthy lifestyles

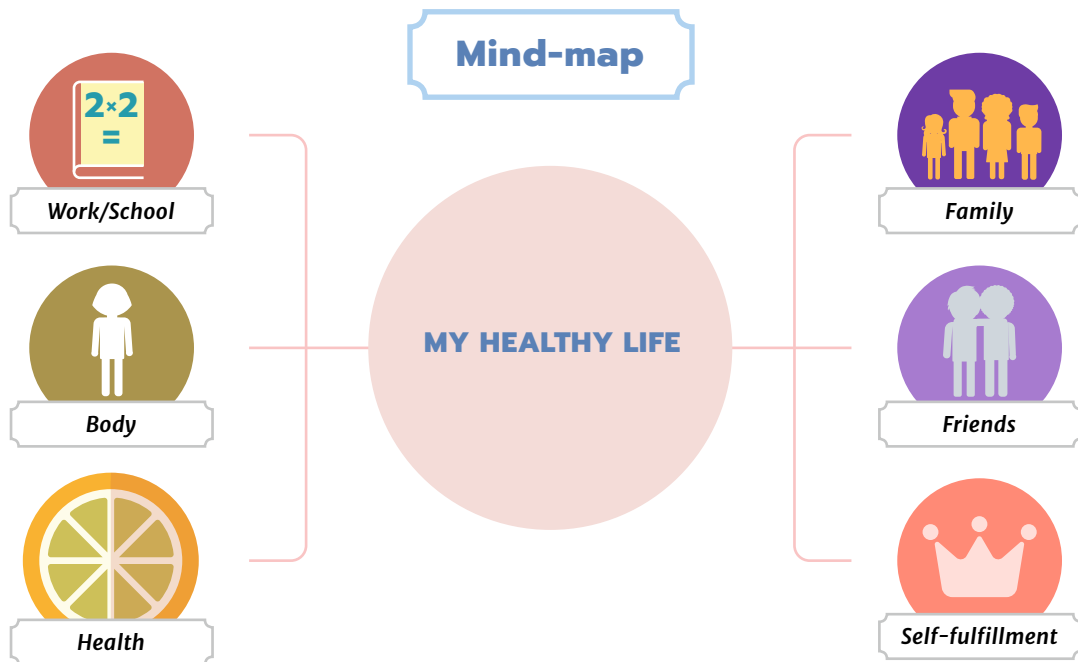
LESSON DESCRIPTION

1. The students sit in a circle. The teacher introduces the idea of producing a mind-map (on the board, with slips of paper or on the floor). The teacher puts into the middle of the circle a slip of paper labelled "My healthy life". He/she puts six branches around "My healthy life". These are "Work/School", "Body", "Health", "Family", "Friends", "Self-fulfilment".
2. The teacher asks the students to think about everything that contributes to a healthy life. The students write down their ideas on small slips of paper and discuss different viewpoints.
3. The teacher also addresses the phenomenon of "stress". He/she could also collect experiences of stress from the students.
4. The teacher asks the students to return to their desks again. He/she introduces a weekly plan for school/work-life balance. The students work individually on their plans. They think about which elements of a healthy life contribute to a healthy week. It is important that not only physical aspects of health are tackled but also mental and emotional aspects.
5. The weekly plan could include ideas such as: not planning packages of schoolwork that are too big, keeping everything tidy, taking breaks (outside), meditation, yoga, going offline, eating healthy, eating breakfast, getting enough sleep, reducing watching TV, sporting activities, etc.
6. When the students have finished, they find a partner and compare their weekly plans together.
7. The teacher asks the students to keep their weekly plan and try to stick to it for the coming week.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet



Weekly plan

Month: _____ Year:

Highlights:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Goals:							

Time-Out:							

Smile:							



TASK 11

MY BODY IS HEALTHY THE IDEAL DIET?

Goal

The students learn to differentiate between healthy nutrition and diet. They understand different types of diets and their consequences for their health.



Time needed

45 minutes



Social settings

- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Big pieces of paper (flipchart); Information on healthy nutrition and diets



Module 3

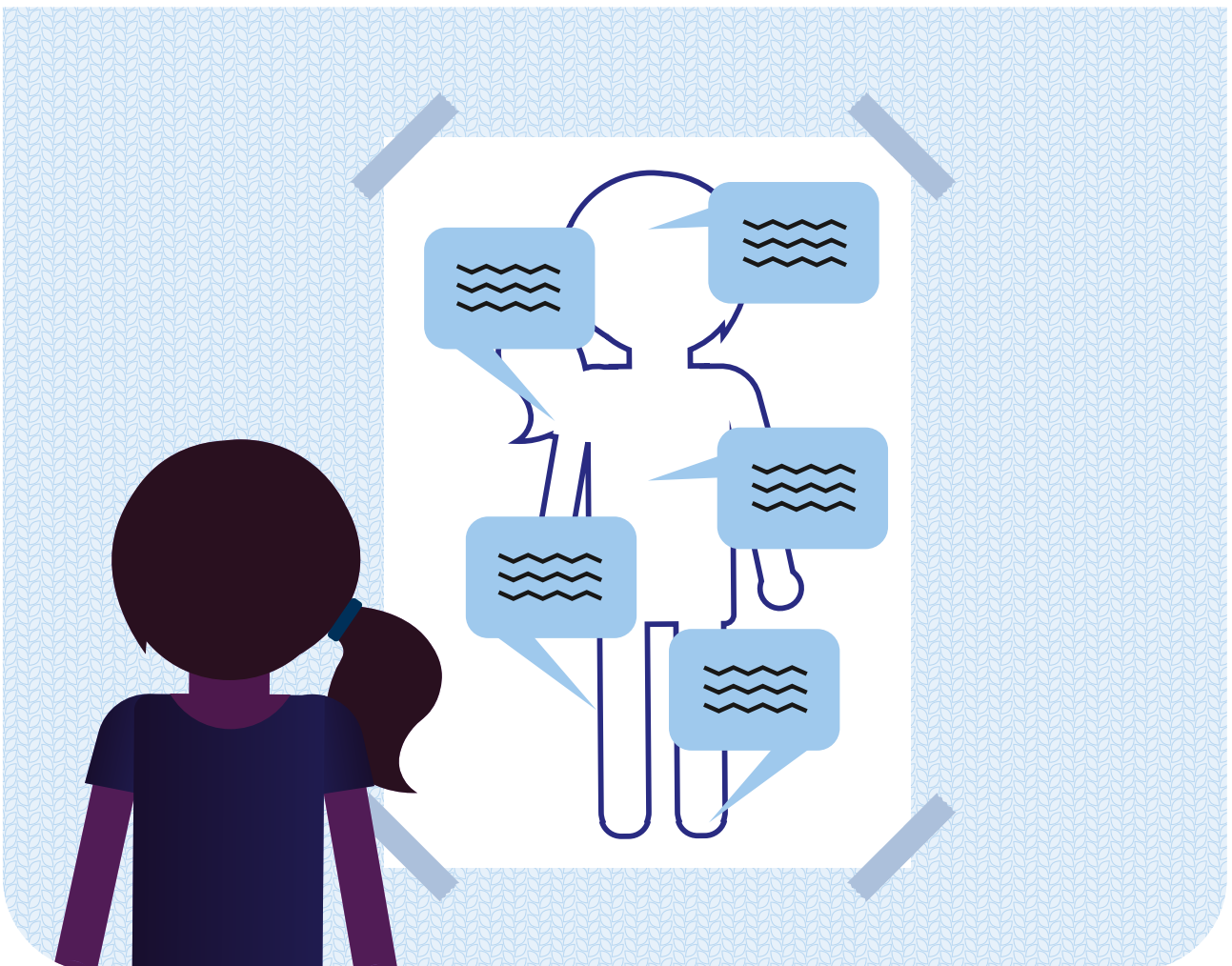
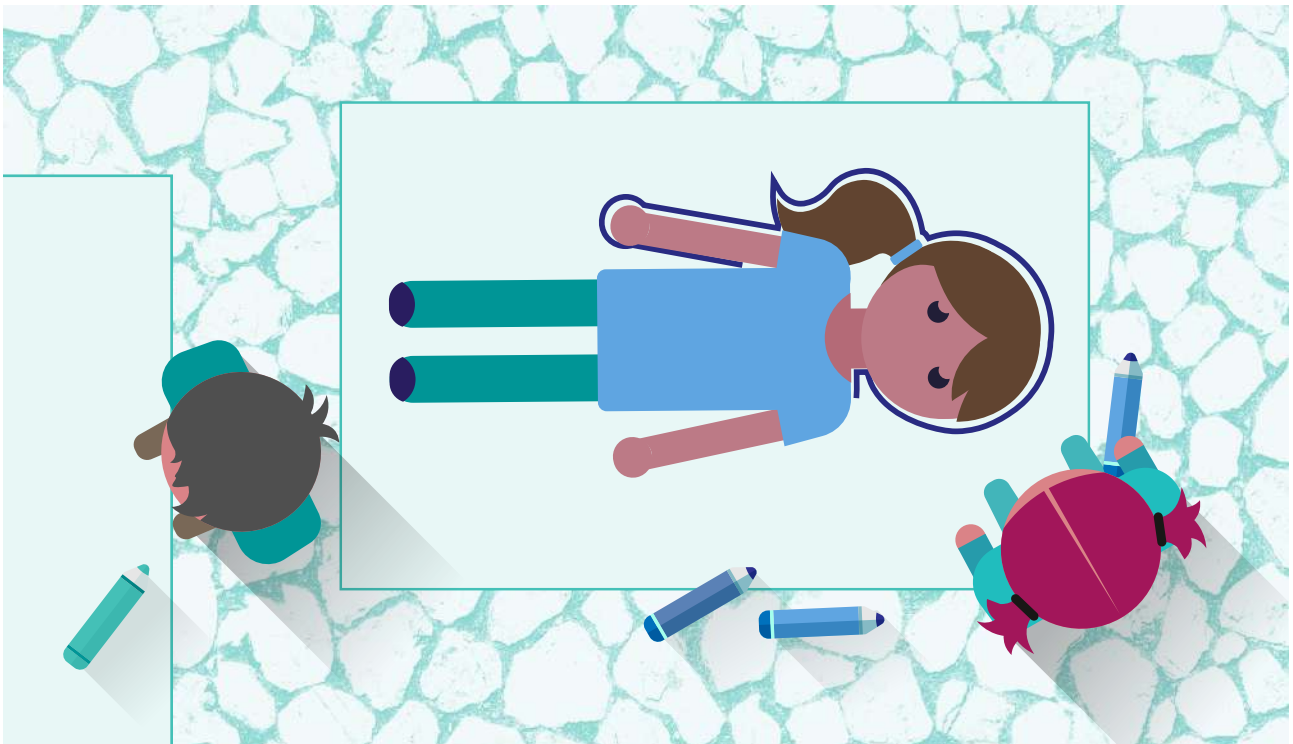
Healthy lifestyles

LESSON DESCRIPTION

1. The students sit in a circle. In the middle is a big piece of paper (e.g. flipchart or poster). The teacher asks one student to draw the outline of a person on the paper. Variation: This task can also be done individually. Students can cut out pictures of people from magazines and answer the following questions before the class discussion.
2. A discussion is started about the following questions:
 - Which body parts are the most important ones for our life?
 - What is a healthy lifestyle?
 - When do I feel comfortable?
 - Why can diets have harmful effects?
3. During the discussion, the students write the different statements on the outlined body on the poster.
4. After the discussion, the students form pairs. They research healthy eating habits and diets. For this, the teacher provides some background information (books, magazines, links). It is important that the students find information about the following aspects:
 - Elements in a healthy diet (carbohydrates, protein, fat)
 - Examples of healthy foods
 - The way we eat (when, how often, etc.)
 - Effects of different diets
5. When any pair has finished, they find another pair and compare their ideas. In a group of four they come to a common opinion and formulate a summary.
6. In a final step, all groups present their findings in the plenary. Everybody, including the teacher, comments on the presentations.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet





TASK 12

SMOKING AND ALCOHOL DANGEROUS TEMPTATIONS

Goal

Students know some key information about alcohol and tobacco. They learn how to research additional information and develop an understanding of the damaging effects of stimulants.



Time needed

45 minutes



Social settings

- Individual work
- Plenary discussion



Preparation

On paper: quiz on the theme of alcohol and a quiz on the theme of tobacco. Copy both sheets for half the class. Prepare a sheet of paper with the solutions, copy this and pin both copies to opposite corners of the room.



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher divides the class into two groups (e.g. on the left and on the right side of the classroom).
2. The teacher hands out the quiz on the theme of alcohol to one half of the class and the quiz on the theme of tobacco to the other half.
3. The students complete the quiz individually. If certain terms are unclear, the teacher explains them briefly.
4. After around 15 minutes, the answers are discussed in the plenary. The teacher asks individual students to give some of their answers and reasons for their views. As many answers as possible should be discussed. In this way, the teacher finds out what the attitudes of the students are.
5. The solutions to both quizzes (alcohol and tobacco) are hung up in the classroom so the students can individually look at them as soon as they have finished the quiz.
6. After this, the students individually make a poster summarising the most important information about both themes. Each student should include the things they have learned and the things that are important to them.
7. The teacher can suggest that the students share the information with their parents and talk with them about what they have learned at school.
8. The teacher can also motivate the pupils to research further information at home on the Internet. Certain themes can be revisited and discussed in a future lesson.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Quiz on smoking

		1	2	3
1	What substance, among other things, is found in tobacco smoke?	Arsenic	Saccharine	Caffeine
2	After how much time does smoking become addictive?	First week	A few weeks	Half a year
3	Which exit method is recommended	Step by step	Smoke less	Decide on exit day
4	How long does it take for the body to recover after quitting smoking?	20 minutes	12 hours	24 hours
5	What disease can smoke cause?	Aids	Cancer	Ear infection
6	How dangerous is passive smoking?	Totally harmless	Negligible	A bodily injury
7	How harmful are light cigarettes compared to normal cigarettes?	Same	Less	More
8	Why do cigarette manufacturers add tobacco, ammonia, cocoa or licorice to smoke?	Reduce the risk of cancer	Make faster dependent	Because production is cheaper

Bold letters = correct

Quiz on alcohol

		true	false
1	All adults drink alcohol.		×
2	Children are allowed to buy alcohol.		×
3	You cannot become addicted to alcohol.		×
4	Alcohol can affect all organs (brain, liver, kidney, heart).	×	
5	Alcohol is more dangerous for children and youth.	×	
6	After drinking, one often does things one would not do otherwise.	×	
7	Most youth at the age of 14 have been drunk more than once.		×
8	After drinking too much alcohol, you are not allowed to ride a bike any more.	×	





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 WORLD OF PROFESSIONS WHAT I AM INTERESTED IN

Goal

The students identify the professions in different categories. They reflect what they are interested in.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Illustrations of strengths and abilities
- ② Sketch of a table on the board



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher presents the different fields of strengths and abilities (first overview of professional fields) to the students.
2. The students form pairs and find jobs where these abilities/ strengths are needed. The teacher shows a sketch of a mind map on the board. They create a mind-map.
3. They display their mind-map in the classroom and present it to their colleagues.
4. As a homework task, they think about jobs they know. They choose one job and ask their parents or relatives what kind of strengths and abilities are needed for this job. They take notes and bring them to the next lesson.

Sequence ②









1. The students sit in a circle with their notes.
2. The teacher starts a discussion about the different jobs they collected, focussing on the strengths and abilities one needs for this job.
3. Now, the students exchange their jobs and strengths/abilities with a partner through a ball bearing game: The students form two circles, one inner and one outer circle. The inner circle students face the outer circle students. For two minutes, the pairs exchange their information. Then the outer circle moves one space to the left. The new pairs exchange their information. This is repeated several times.
4. The students go back to their places. The teacher instructs them to look at their mind maps again.
5. The students choose the field that interests them most. They pick out one job within this field.
6. They write a short description of this job with the help of the keywords. If needed they can get additional information from the teacher or the Internet.
7. All descriptions are displayed next to the mind maps.



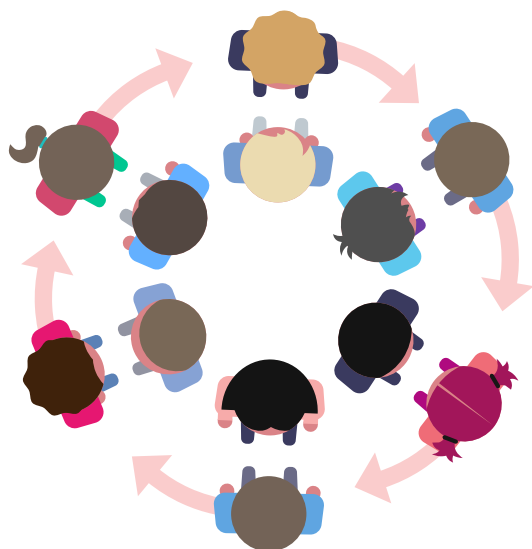
MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

 <p>Thinking</p> <p>Manager Inventor</p>	 <p>Repairing something</p> <p>Car mechanic Craftsman/woman</p>	 <p>Singing, dancing</p> <p>Dancer Singer Actress</p>	 <p>Solving a problem</p> <p>IT expert Manager</p>
 <p>Working with numbers</p> <p>Accountant Mathematics teacher</p>	 <p>Helping others</p> <p>Nurse Doctor Teacher</p>	 <p>Painting, drawing</p> <p>Painter Architect Graphic designer</p>	 <p>Talking to people face-to-face</p> <p>Social worker Journalist</p>

Sequence ②



Keywords for the job description:

• **Where?**

• **With whom?**

• **With what?**
(tools, instruments, etc.)

• **Inside or outside?**

• **What abilities/strengths do you need?**

• **Where do you learn this?**
(university, school, apprenticeship ...)

• **What else is important?**
(punctuality, accuracy, physical strengths, etc.)



TASK 14

PROFESSIONAL FIELDS AND PERSONAL STRENGTHS – MY PROFILE

Goal

The students develop a sense for their personal strengths in connection to professional fields. They understand that everybody has a unique profile of strength.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Pictures or words representing eight professional fields;
Sketch of a profile on board or worksheet
- ② Paper



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher puts up eight pictures (or words) that represent the different professional fields in different corners of the classroom. The teacher asks the students to think about which professional field they are very good at. They move to their best field.
2. The teacher asks the students to think about their second best professional field. They change places. The teacher points out that everybody has different strengths.
3. The teacher draws a sketch of the profile on the board (or hands out a worksheet). The eight professional fields are displayed on the ends of the axes of the profile.
4. The students think about what they are very good at, good at, average, a little good at or not good at all (5 = very good). They make crosses on each axis.
5. They connect the crosses with each other and receive a profile.
6. The students form pairs and explain their profile to their partner, using full sentences. They compare similarities and differences and get feedback about their own estimation of strengths.
7. All profiles are put next to each other. The teacher engages the students in a discussion about their class strengths.
8. For homework, the students think about how they would like to use their strengths in a future job. They make notes about this and bring them to the next lesson.

Sequence ②

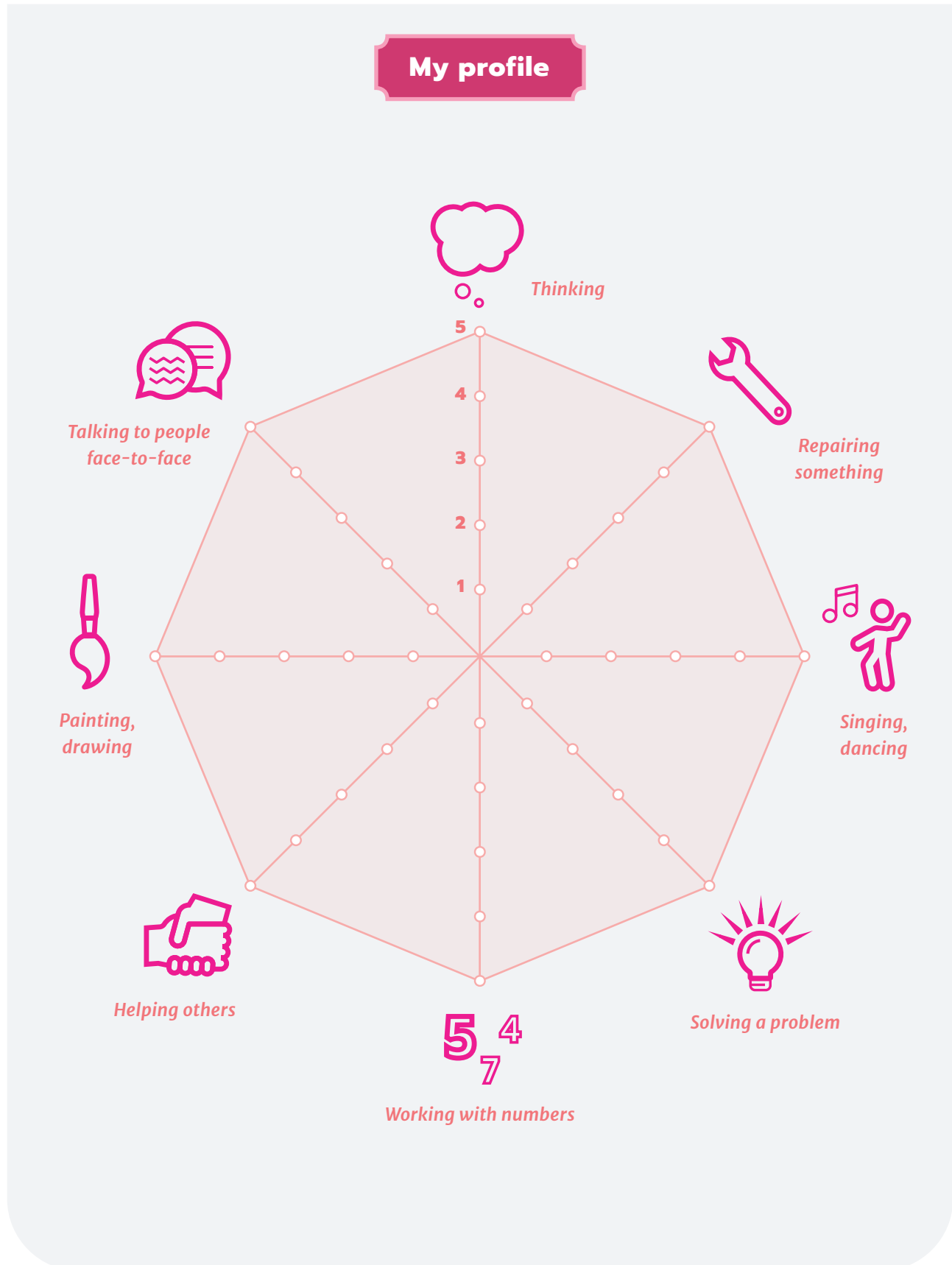
1. The students form a circle with their notes and their profiles. The teacher asks who would like to share their thoughts about a future profession.
2. Individually, the students write a one-page essay about their desired profession. They refer to their profile. They can also add their performance in school (in a certain subject).
3. The finished essays are collected. In a circle they are mixed up. One student draws one and reads it out. A guessing game can be played about whose essay it is.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①





TASK 15

DISCOVERING POTENTIALS

HOW I SEE MYSELF, HOW OTHERS SEE ME

Goal

The students reflect on their strengths and on their potential for improvement. They develop an understanding for their inner perception and perception of their person by others.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion

- ① Sheet with outline of person or empty sheets
- ② Paper; Two questions on board



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The students receive a sheet with the outline of a person. They can also draw it themselves.
2. They fill in the "person" with adjectives about themselves. It is important that they think about their strengths, their weaknesses, their wishes and dreams.
3. The students form pairs and exchange their sheets. On their partner's sheet they write down how they experience them.
4. They exchange their sheets and read what the other person wrote.
5. They come back into the circle and talk about how self-perception and the perception of others don't always match. They also discuss whether they want to make any changes in case of a different perception by others.
6. For homework, the students write their impression and/or plan on the back of the paper. They bring it to the next lesson.

Sequence ②

1. The students bring back their sheets.
2. The teacher instructs them to think about other people in their surroundings that perceive them in a certain way. The teacher draws a sketch of a sociogram on the board: Inner circles (shorter lines) = closer people, outer circles (longer lines) = more distant people.
3. The students draw a sociogram and label the people. They think about who perceives them in which way and whether their perception matches their inner one.
4. Afterwards, the students answer the "2 questions" and their answers.
5. It is up to the teacher and the dynamics of the group whether this shall be discussed again in the plenary. If yes, a lot of caution is recommended.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

How I see myself

I am:

- shy
- sporty
- music-loving
- always kind

Sven is:

- sporty
- sociable
- very good in math
- always active

Sequence ②

How others perceive me

2 Questions

- How do I experience the perception of others?
- How do I feel about the way others see me?



TASK 16

WHAT I STAND FOR THIS IS MY LOGO

Goal

The students think about all the qualities and strengths that represent them. They develop a sense for their own personal characteristics through the development of a personal logo.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Colouring pens; Examples of logos; Paper; Different materials depending on product



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The students think about all things that make up their person. They go back to the last lesson and read all adjectives that they wrote about themselves.
2. The students take an empty sheet of paper and think about a thing or a symbol they identify with. This will be their logo. The teacher can give additional hints by presenting well known logos.
3. The students sketch their logo on a sheet of paper. They can share their ideas with a partner or a group of four in a second phase. It is important that they use their creative skills and that they are aware why they have chosen a certain design.
4. They come back with their draft logos and present them in the circle.

Sequence ②

1. The logos are finalised.
2. Together with the teacher the students plan how they want to use them:
 - T-Shirt: Transferring the logo on a T-Shirt with paint or spray.
 - Art drawing/painting: Transferring the logo on paper and painting it.
 - Creating a class memory game: The teacher prepares small cards (double the number of students in class). Every student transfers his/her logo on two cards. The teacher collects all cards in a box as a class memory game.
 - Creating an electronic logo: Transferring the idea of the logo with Word, PowerPoint or a different software.
 - Creating a huge class poster: Drawing the logo with felt-tip pens on A4 sheets. All sheets are stuck together into a huge poster. The poster could be displayed at the class entrance.

**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

RESPONSIBLE USE OF MOBILE PHONES AND SOCIAL MEDIA

Goal

The students learn in a fun way about the risks of mobile phone and social media use.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Pictures of people using computers; Invite an expert on social media to the class if possible



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher shows a cigarette packet with a health warning and asks the students why mobile phones don't have them.
2. The teacher then asks the students what they know about the risks of mobile phone and social media use. If possible, a specialist can be invited to class to talk about these risks.
3. In groups of two, the students produce a mind map about all possible issues surrounding this topic.
4. The issues are then collected in a plenary session and if necessary completed by the teacher.
5. The students are asked to produce humorous warning signs for mobile phones. The design could be for a label that can be stuck to phones, or a caricature or a text and image combination in the form of a meme. They have 20 minutes to complete the task.
6. Finally, the students present a selection of finished work in a plenary session.

Sequence ②

The students organise an exhibition of their work in the school building.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①



TASK 18

CYBER BULLYING

Goal

Students know the phenomenon cyber bullying and know what they can do in a concrete case, as a victim or as a witness.



Time needed

45 minutes



Social settings

- Pair work
- Plenary discussion



Preparation

Invite an expert on bullying to the class if possible



Module 5

Personal safety

LESSON DESCRIPTION

1. The teacher teaches basic knowledge about the phenomenon of cyber bullying. If possible, a specialist can be invited to class to talk about these risks.
2. The pupils deal with questions (see material for students) – each on their own – without evaluation in the plenary.
3. The students write a story in which cyber bullying plays a role. They write the story first with a negative ending (e.g. a pupil becomes the victim of cyber bullying, gradually he/she loses his/her friends. In the end, he/she tries to kill herself.)
4. Then the story is exchanged with the person next to him/her. The story is rewritten so that there is a happy end.
5. The pupils paint a picture of their story.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Information about cyber bullying

Cyber bullying refers to various types of deliberate insult, harassment, threat or exposure using electronic communication (e.g. email, SMS, WhatsApp). Spreading rumors on social media or photos of a person. The following special features should be emphasised:

- *Anonymity: The perpetrator can act unrecognised (e.g. under a false name).*
- *No feedback: The offender does not see the effects.*
- *There are no witnesses to the crime*
- *Entries on the Internet cannot be deleted easily*
- *The insults can be seen by many people*
- *Cyber bullying is not bound to school hours.*

Out of shame, those affected often do not turn to teachers, parents or the police at an early stage. Those affected should do the following:

- *Secure evidence (screenshots, a picture of the screen)*
- *Contact an adult (parent, teacher, counselling centre)*
- *Call the police, if necessary.*

Witnesses of cyber bullying have an important function: they should stand up for the victim and not just watch.



What do you do when someone's being bullied?

- ☐ *I stand up for the victim.*
- ☐ *I am afraid to stand up for the victim.*
- ☐ *I bully the victim too.*
- ☐ *I would simply not interfere.*
- ☐ *I have another method.*
- ☐ *Difficult question. I don't know.*



TASK 19

MY PERSONAL SAFETY

Goal

The students approach the topic of safety from a subjective perspective and reflect on possibilities of prevention in their own school building.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion;
Invite a police officer to the class if possible



Module 5

Personal safety

LESSON DESCRIPTION

The students deal with the topic of personal safety and create a mind map with possible security risks (e.g. road traffic, theft, loss of personal data, risky hobbies, risk sports, drugs, misuse of data, climate change, and natural disasters).

Sequence ①

1. The teacher introduces the topic. If possible, a specialist can be invited to class to talk about these risks.
2. The teacher briefly explains what a mind map is and what it can be used for.
3. He/she asks the students to create a mind map entitled "my personal safety" (for about 20 minutes).
4. He/she asks the students to discuss their mind maps with the person sitting next to them.

Sequence ②

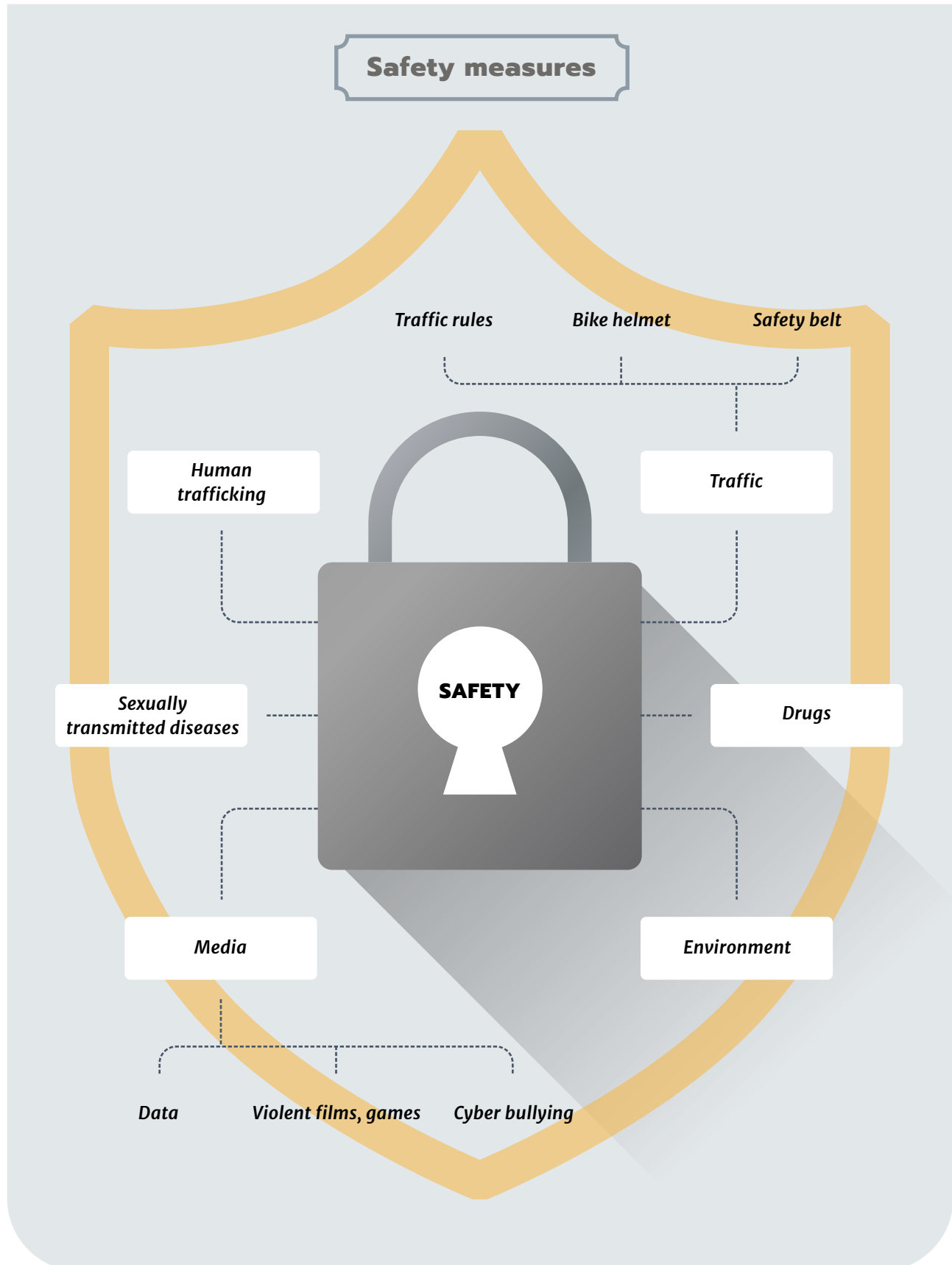
1. The teacher asks the students to think of possibilities for protection and prevention of safety threats (e.g. wearing a bicycle helmet, wearing a seat belt, keeping one's wallet in a safe place).
Ideas and examples are given:
A: Students create flyers or posters about keeping safe.
B: Students give short inputs about risk prevention in other classes.
2. The results are presented in the plenary.
3. The teacher plans the next steps together with the students, e.g. distributing flyers, visits to other classes.

Ideas to extend the topic

The class goes on an excursion to a fire station or to a police station. Alternative: An expert from the fire brigade or the police is invited to the class.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①



TASK 20

OUR NEIGHBOURHOOD OUR SAFETY

Goal

Students explore their own living environment in terms of security risks and create a map with risky locations and think about ideas for minimising risks.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Poster with sketch of the local district; Invite a police officer to the class if possible



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher makes it clear that there are global security issues (e.g. climate change, nuclear risks, etc.), But there also security issues in the immediate living environment. If possible, a specialist can be invited to class to talk about these risks.
2. Students' in groups of two, consider the potential safety risks in the vicinity of the school or on the way from home to school (e.g. a difficult road crossing, an old building from which parts can fall down, tracks in the road in which bicycle tires can get caught).
3. It is also possible for students to ask classmates from other classes, parents or passers-by about possible risks in the area.
4. The pairs present their thoughts in the plenary.

Sequence ②

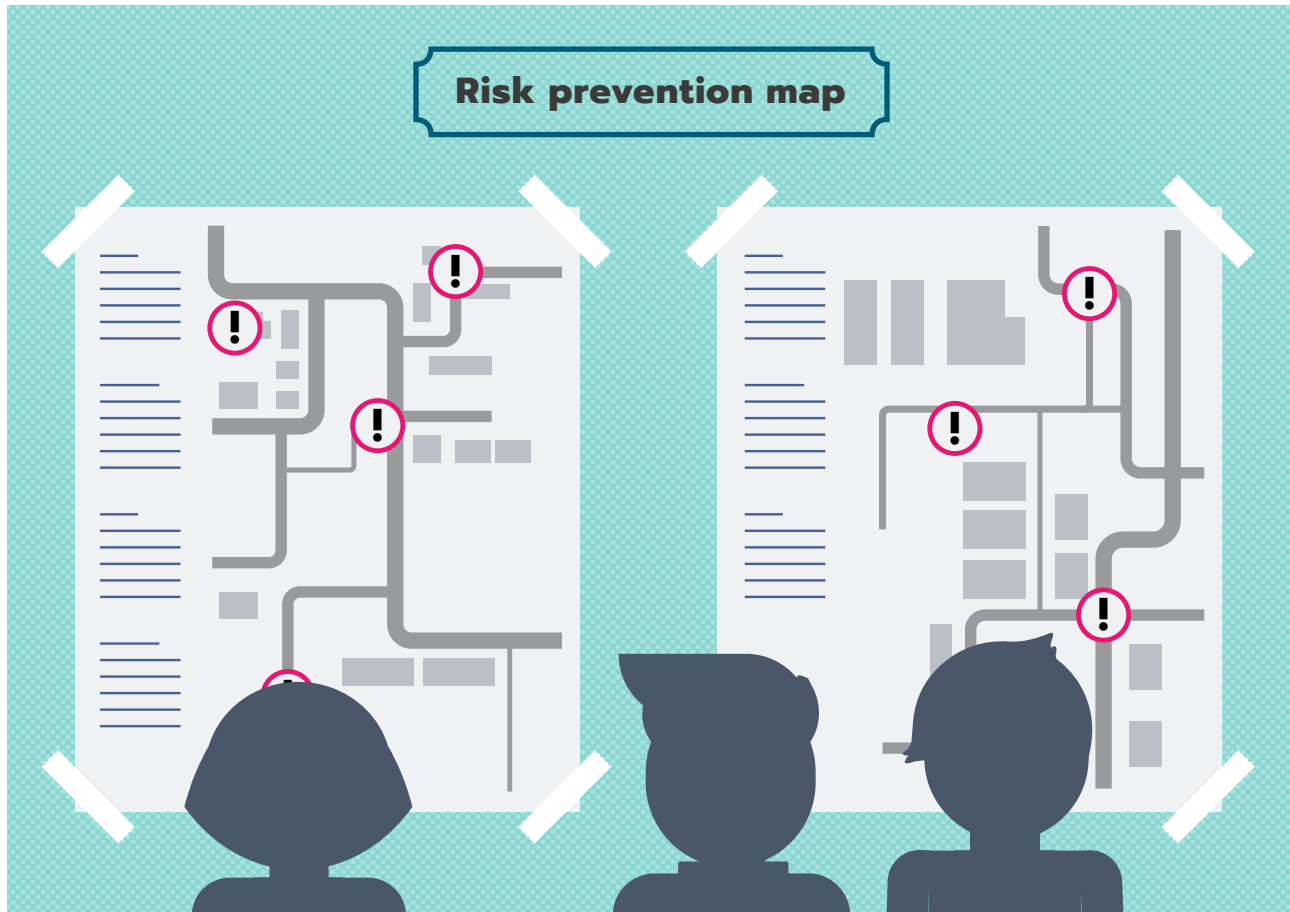
1. The teacher prepares large posters on which district maps are sketched. An original city map or a search on Google Maps may help.
2. The students draw the previously discussed risky locations into the district sketches.
3. At the edge of the sketched plans, suggestions for minimising or preventing risks are attached.
4. The pairs that draw up the district plans can be formed according to their knowledge of the districts.
5. The district plans with drawn risks and suggestions for minimising dangers are hung up in the school building.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ②



Our warning signs

Let students create their own warning signs. These are protected with plastic foil and erected at the danger points. The school project can also trigger discussions with the resident population.

