



A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 7



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GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 7" 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:

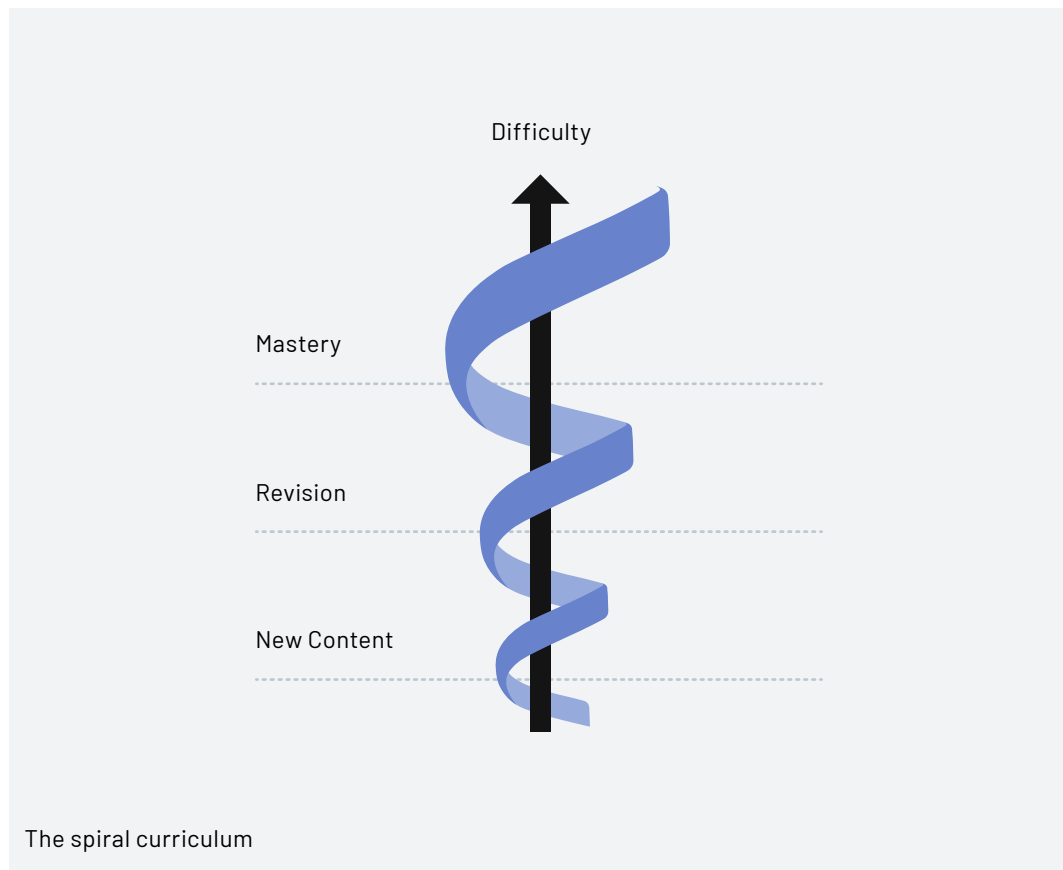
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and cooperation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility,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

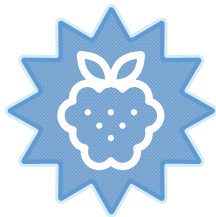
In this personal development programme, life skills are taught in a sequence of five modules that comprise key concepts. These are:

**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 7

This manual for Grade 7 consists of 20 tasks that are divided 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 age-appropriate concerns of the student and his/her interaction with others, competencies (task 1), interests and activities (task 2), communicating effectively (task 3), and handling feelings (task 4).

Module 2:

Ensuring quality of life

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

- using ethical norms and values as success resources,
- establishing a relationship between norms and values based on personal decisions and the consequences arising from them, and
- assessing the consequences of autonomous action in relation to compliance with norms and values.

The topics in Module 2 focus on self-perception and perception of others (task 5), respect (tasks 6 and 7), and possibilities for volunteer work (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 one's own health using the special notions and hygienic standards 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
- assuming a responsible attitude towards self-preservation, expressing a state of well-being.

The topics in Module 3 focus on the question of defining health (task 9), reflecting on one's own levels of energy for learning (task 10), strategies for staying healthy (task 11), and environmental questions regarding fashion (task 12).

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

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

- identifying the professions required in the community for good career design and socio-professional integration,
- matching results attained in different school disciplines with personal and professional development in certain areas, and
- formulating personal initiatives, oriented towards entrepreneurial activities by capitalising on one's own potential and self-image.

The topics in Module 4 focus on acquiring a broad and structured view of the jobs and professions in the local area (task 13), identifying quality criteria for interviews and conducting a mini job interview themselves (task 14), exploring various career paths, steps and decisions (task 15), and relating personal interests and strengths to local and regional opportunities (task 16).

Module 5:**Personal safety**

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

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

The topics in Module 5 include reflecting on the emergency situations (task 17), safety on the streets (task 18), Internet safety on social media (task 19), and giving first aid (task 20).

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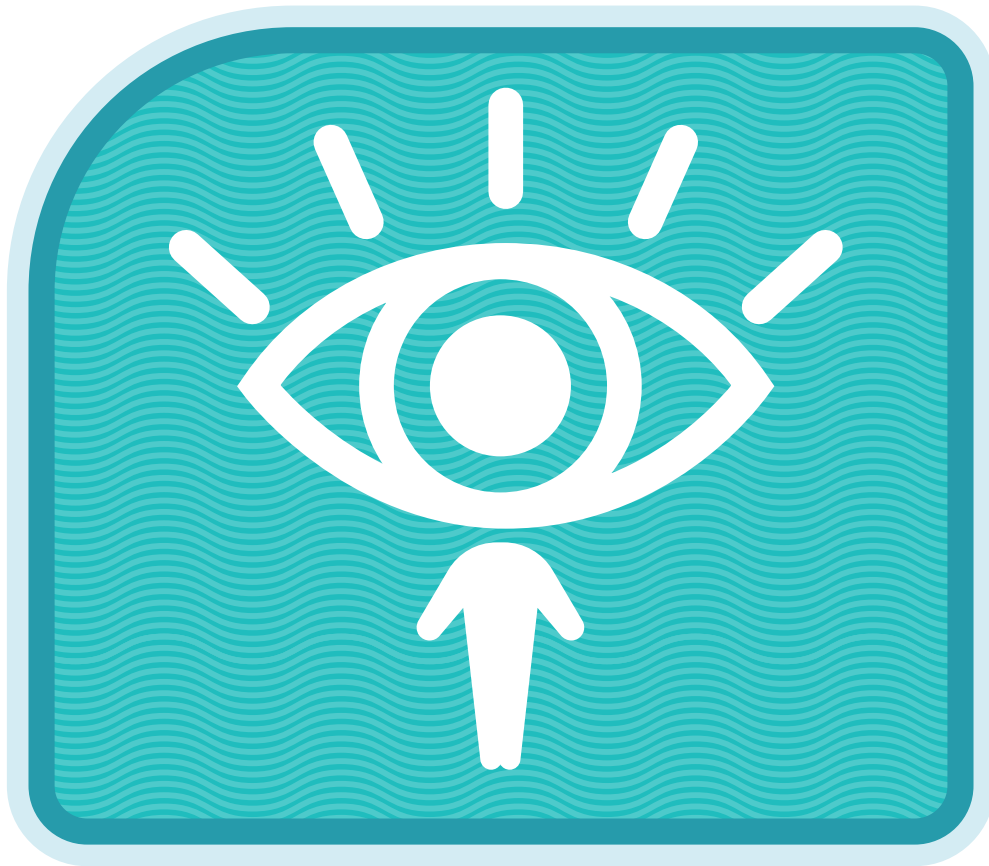
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MODULE 1

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

MY COMPETENCIES

Goal

The students create competence profiles for themselves and for another student. They learn how to give and receive feedback and focus on getting to know themselves and others better.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work



Preparation

"The eight competencies" on a worksheet or on the board;
Spider profile for each student



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The students are assigned a partner randomly. This is important for the task, so they get to know their classmates better.
2. On the worksheet, the students read a description of eight competencies and how to recognise them.
3. The first half of the task is to create a spider-diagram of their own competencies. It's important not only to draw the lines, but also to note down examples of scenes or actions that demonstrate their degree of competence. One way to instruct the students is to show them an example of a filled-in spider-diagram, e.g. one that the teacher made about him/herself.
4. Then comes the second spider-diagram, the one about the partner. Here the students have to remember and guess.
5. As a homework task, they have to complete both spider-diagrams. In particular, they can take more time to observe their partner to detect more competencies and proof of them.

Sequence ②

1. Having all spider-diagrams in front of them, the students decide who starts.
2. Giving feedback is not easy, but the students will manage. Choose one pair of students to demonstrate and you as a teacher give feedback on how well they gave feedback.
3. Now it's the partner's turn to present his/her assessment of competencies. Then they focus on the spider-diagram of the second person.
4. Finally, the students compare their different views: self-assessment and external assessment, they discuss why they differ or why they are similar.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ① and ②

The eight competencies

1 Concentrating on tasks

- Can I stick to the same task for a long time?
- Do I get distracted easily?

2 Technical competences (machines, computers...)

- How do I deal with new computer programs?
- How am I with machines of any kind? Can I fix broken devices?

3 Helping other people

- Do I support other people including those who are not my friends?

4 Solving tasks

- Do I like solving tasks?
- Am I patient when things get complicated?

5 Calculating, working with numbers

- Am I precise with numbers?
- Do I like to have an overview of my expenses and savings?

6 Planning, organising...

- Do I like to organise things like football tournaments or excursions, etc.?

7 Arts: drawing, painting, creating music, dancing

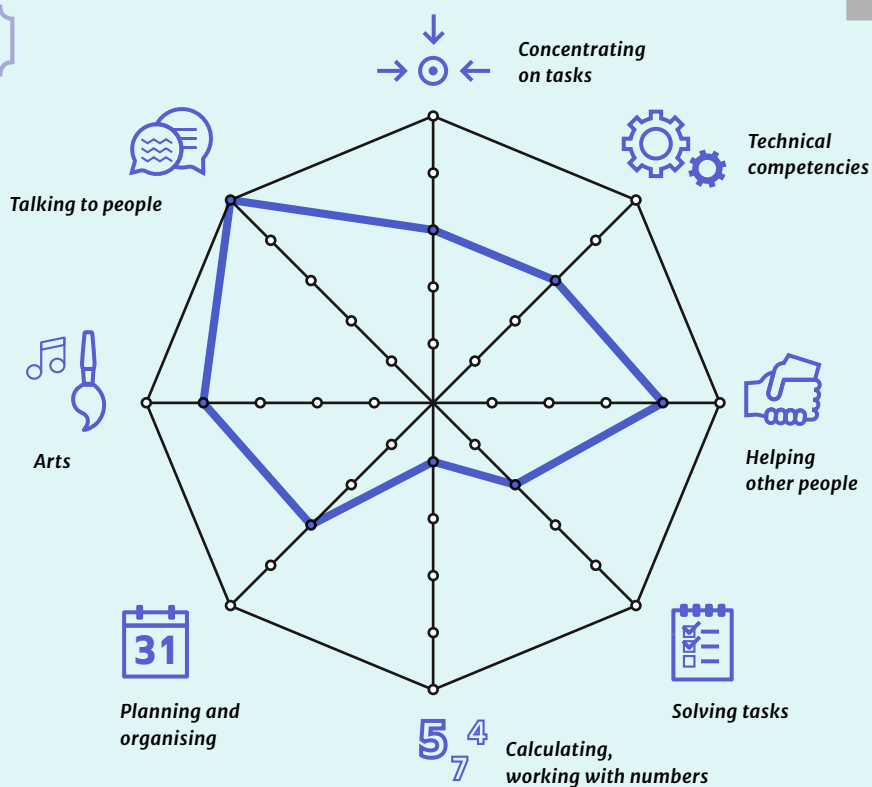
- Am I happy when I can draw a picture?
- Can I express emotions through art?

8 Talking to people or on the telephone

- Do I like communicating with others? Or am I rather shy?

My Spider-Diagram

Name: _____





TASK 2

MY INTERESTS YEARS AGO AND NOW

Goal

The students reflect on which interests they had years ago and now. They compare their current interests with others and are aware of feelings and emotions.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

"Nine fields of interest";
Paper, sticky tape



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the theme "interests and activities can change over time" by giving two or three examples.
2. The she/he asks the students to write their own lists of interests and activities: On the left "five years ago"; on the right "at present". In the meantime, the teacher pins the, "Nine fields of interest" sheets, on different walls.
3. The teachers ask the students to read the sheets and stop under a field of interest which reminded them of something they have not written yet. A brief exchange with other students standing at the same spot takes place. Then they work individually on completing their lists.
4. The students form groups of four or five. They talk together about what they have found out, and then concentrate on the questions: "Which interests/activities changed? Which did not?" Each group notes maximum five keywords and explains how each person feels about them. As a homework task, each student looks for another age group. What are their interests and activities?

Sequence ②

1. The students form groups which focus on the same age group. If they are too many (more than six), they split into smaller groups. They exchange their observations: "What is typical for this age group? Which fields are well covered?" On a sheet of paper, they sketch three to five keywords or symbols.
2. Each group shows the paper to the class in silence (so the others have time to read and see). Then the groups present their observations.
3. The teacher leads the final discussion, concentrating on two issues: "Which interests/activities change over the years? Which ones hardly change? How do you feel about these changes?"








MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Nine fields of interest

1 Nature Being outside, taking care of animals or plants, ...	2 Sports Running, working out, training alone, playing a team sport, ...	3 Household Cooking, helping in the household, decorating, ...
4 Arts, design Painting, writing, making music, dancing, entertaining others, ...	5 Producing, repairing Working with your hands, putting things together, ...	6 Technical tinkering Repairing technical devices, exploring what a software can do, ...
7 Buying, selling collecting Swapping items, comparing sales offers, handling money, ...	8 Getting information Working with your brain, gathering knowledge, listen to the news, discussing ideas, ...	9 Working with people Spending time with other people, meeting new people, discussing, helping others, ...



It is important that the "nine fields" are visible for the students. Therefore write – or let the students write – a sheet A5 for each field, with a thick pencil, and pin them on the wall/windows. You will need them in both sequences.



TASK 3

WATCH OUT FOR THESE SENTENCES!

Goal

The students can detect destructive messages in various situations, and they can transform them in constructive, effective messages.



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, sticky tape



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the topic "effective communication" with the example of a destructive message that he/she has heard in the class previously. The teacher challenges the class: "You surely can do better than this."
2. The students form groups of four or five. Each group is assigned one destructive message to start with. They transform it into one or two constructive messages. Then they proceed to the next one.
3. In the middle of the lesson, the students form a circle and the groups sit together. They present and discuss their findings with the class. The teacher moderates the discussion and focusses on the emotional aspects: What feelings can a message cause? What are the typical reactions to it?
4. For homework, the students collect destructive and constructive sentences from different areas: Street / TV / newspapers and magazines / social media / young adults / older people. Make sure it is clear which group of students focuses on which situation. Each group notes down the sentences in two columns.

Sequence ②

1. The homework groups pin their notes on the wall, widely spaced. Quiet reading time for all.
2. The teacher explains the concept of the so-called "I-messages", how they help to improve communication without blaming or attacking others. He/she displays the three steps (blackboard or projector) and points out that the order of the steps is vital.
3. Each group returns to their findings and converts destructive messages into I-messages, or, if they found constructive messages, they convert them into destructive ones.
4. The completed lists of constructive/destructive messages are displayed and read out in class.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Positive communication

Destructive

Constructive

<i>It's always me who has to tidy up the material!</i>	<i>We have done a good job together. Can we also clean up together?</i>
<i>You are blind as can be, you never see what we are doing!</i>	...
<i>You are so bossy, you always tell the other students what they have to do!</i>	...
<i>You are getting upset quite unnecessarily.</i>	...
<i>You did not do a thing for our group, you just sat there!</i>	...
<i>You are a nerd! You always give smart answers and think you are cool.</i>	...
<i>This is much too much homework, just unfair!</i>	...

Sequence ②

I-messages

1.	2.	3.
Say what you hear or see, what is a fact to you (no blaming, neutral words):	Say how you are feeling (not what you are thinking):	Say why it is important to you. Or: Say what you want to have instead:
<i>"I noted that..."</i> <i>"When you did that..."</i>	<i>"I am frustrated, happy, angry, hurt, I feel welcome, relieved, annoyed..."</i>	<i>"What I'd like you to do is..."</i> <i>"I am asking you: could you react like this... next time?"</i>



TASK 4

MY FEELINGS AND EMOTIONS HOW I DEAL WITH THEM

Goal

The students reflect on how they deal with different emotions. They develop strategies for dealing with negative emotions.



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, scissors, sticky tape



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

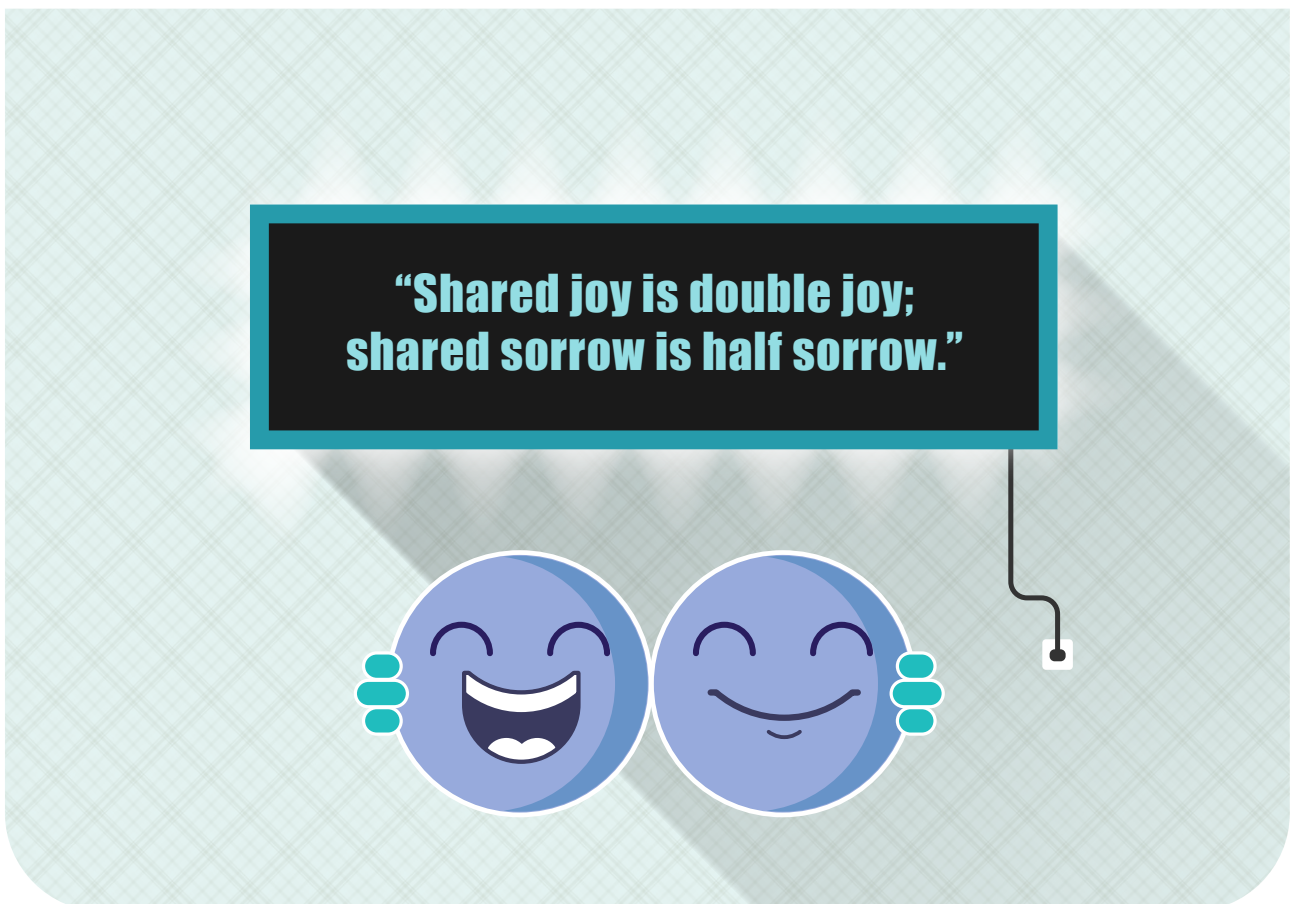
1. The students think about what makes them happy and what makes them sad. On one sheet of paper they write something or draw something that makes them happy and on another sheet something that makes them sad.
2. The teacher gives the instruction to work in pairs. The students work in pairs. They discuss what helped them in the past to deal with sad feelings. They cut out a paper star. On this star they write a strategy for dealing with sad feelings.
3. The stars are put on display on the wall or the floor. The students read them and consider different ways of dealing with sad feelings. The teacher collects the stars and puts them on display. He/she moderates the discussion and encourages the students to consider the various strategies.
4. The students share their strategies and thoughts about what helps them to deal with sadness.

Sequence ②

1. The teacher presents the Swedish proverb "shared joy is double joy; shared sorrow is half sorrow."
2. Individually, the students think about what the proverb means. Then they form groups and discuss when they have shared their joys and sorrows. The teacher walks around and listens to the discussions.
3. Then each group concentrates on one situation where a person shares joy or sorrow. They create a short role-play based on this situation and take notes for the script. The teacher supports them to develop the role-play.
4. When all the groups have finished, they perform their play.

**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

HOW DO I SEE MYSELF? HOW DO OTHERS SEE ME?

Goal

The students learn to distinguish between different characteristics and learn to be honest with themselves. They find out how others see them and reflect on the possible differences.



Time needed

- ① 25 minutes
- ② 20 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

The teacher introduces the exercise. The students receive a worksheet or prepare it themselves by copying it down from the board. The teacher explains: "You see here a list of characteristics. Try to rate yourself between 0–5 for each characteristic or when you don't know an answer, insert a question mark." "After you have finished, fold the paper to make your own rating invisible and pass it on to two different classmates. If you rate somebody else, please try to be thoughtful, not hurtful. When you read the ratings of others, be thankful for getting an external view."

Sequence ②

The teacher organises a class discussion based on the following questions:

- How difficult was it to rate yourself?
- How difficult was it to rate others?
- What can you learn from others' viewpoints?
- What is difficult to accept?
- Were you different 5 years ago?
- How do you want to be in 5 years?



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Table for rating myself and others

How I see myself		How classmate 1 sees me	How classmate 2 sees me
good listener	5	good listener	good listener
approachable	3	approachable	approachable
liked by others	?	liked by others	liked by others
fun to be with	3	fun to be with	fun to be with
sincere	2	sincere	sincere
irresponsible		irresponsible	irresponsible
kind		kind	kind
dependable		dependable	dependable
extroverted		extroverted	extroverted
selfish		selfish	selfish
confident		confident	confident
aggressive		aggressive	aggressive
shy		shy	shy
attractive		attractive	attractive

How I see myself



How classmate 1 sees me



How classmate 2 sees me





TASK 6

WHAT IS RESPECT?

Goal

The students understand the concept of respect and can differentiate between dignity and respect.

They analyse situations in which respect plays an important role.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Small slips of paper; Large paper for the classroom poster



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher writes the word "respect" on the board. He/she asks the students to think about what it means to them. The students write their ideas on small slips of paper. The slips are collected and displayed on the board. The teacher discusses the ideas together with the class.
2. The students work in pairs. They find situations in which respect is called for. Together, they describe the situation on a small slip of paper. They are displayed on tables or on the wall.
3. When everybody is finished, all students walk around the room and read the different situations.
4. Back in the circle the teacher talks with the students about situations where it was difficult to show respect. He/she asks the students to think of some rules that could be formulated for showing respect.
5. On a big sheet of paper, the teacher collects the students' ideas and writes them down. The poster is displayed in the classroom.

Sequence ②

1. The students look at the rules again.
2. The teacher asks the students about the difference between "respect" and "dignity".
3. In the plenary, situations are collected where dignity plays a role. (e.g. when someone is very ill, at work, when someone has lost his/her job.)
4. The teacher asks the students to think about what it means to treat someone with dignity.
5. The students work in pairs and think of a situation where someone had to be treated with dignity and respect. Together they invent a role-play and practice it.
6. In the plenary, the role-plays are presented.
7. At the end of the lesson, the teacher summarises what the students have worked on. The students share how they experience respect and dignity in real life.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Rules for showing respect

Don't insult people or make fun of them.

Listen to others when they speak.

Value other people's opinions.

Be considerate of people's likes and dislikes.

Don't mock or tease people.

Don't talk about people behind their backs.

Be sensitive to other people's feelings.

*Don't pressure someone to do something
he or she doesn't want to do.*



Dignity can have three meanings:

- Dignity makes a person calm, controlled, and admirable.
- If you talk about the dignity of a person, you mean that this person is valuable and worthy of respect.
- Your dignity is your sense of your own importance and values as well as other people's respect for you. If you were wrong, admit it. You won't lose dignity, but you will gain respect.

Respect can have several meanings:

- Verb: If you respect someone, you have a good opinion of their character or ideas. If you respect a law or moral principle, you agree not to break it.
- Noun: If you have respect for someone, you have a good opinion of them. If you show respect for someone's wishes, rights, or customs, you avoid doing anything they regard as wrong.



TASK 7

RESPECT TOWARDS DIFFERENT THINGS

Goal

The students understand the meaning of respect towards other human beings, animals and nature.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher writes the word "unique" on the board. Everyone thinks about what makes him/her unique to all the others in the room. This can be something about the way one looks, something about one's family (being a twin, having 9 brothers, etc.) or something about one's hobbies, beliefs or backgrounds. The students find three things that make them unique.
2. The students walk around the room and exchange their "uniqueness" with at least two other classmates.
3. The teacher asks the students to form a circle and points out that everyone is unique and needs to be treated with respect. He/she gives the students a concrete example: "Four good friends are planning to spend a day at an amusement park. Two of them want to invite another kid who's new in school. The other two don't want to include this person because he/she is different e.g. a 'nerd', a 'foreigner', etc."
4. The teacher asks the students to act out this scene in a role-play.
5. After the role-play the teacher discusses respect towards all people with the class.
6. The students think about other situations where people might be discriminated against or treated with prejudice. The students work in pairs. They think about the different perspectives of all involved, e.g. How does the other person feel? How would I feel? They think about how to show respect, e.g. interfering, showing solidarity, etc.
7. In the plenary session, a few of these situations are presented and discussed.

Sequence ②

1. Respect is not only due to humans but also towards nature and animals. The teacher writes the word "respect" on the board again. He/she draws a mind map including everything that the class has already worked on, e.g. dignity, respect towards humans, etc. He/she adds the terms "nature" and "animals" to the mind map. The class discusses this and the teacher fills in the mind map.

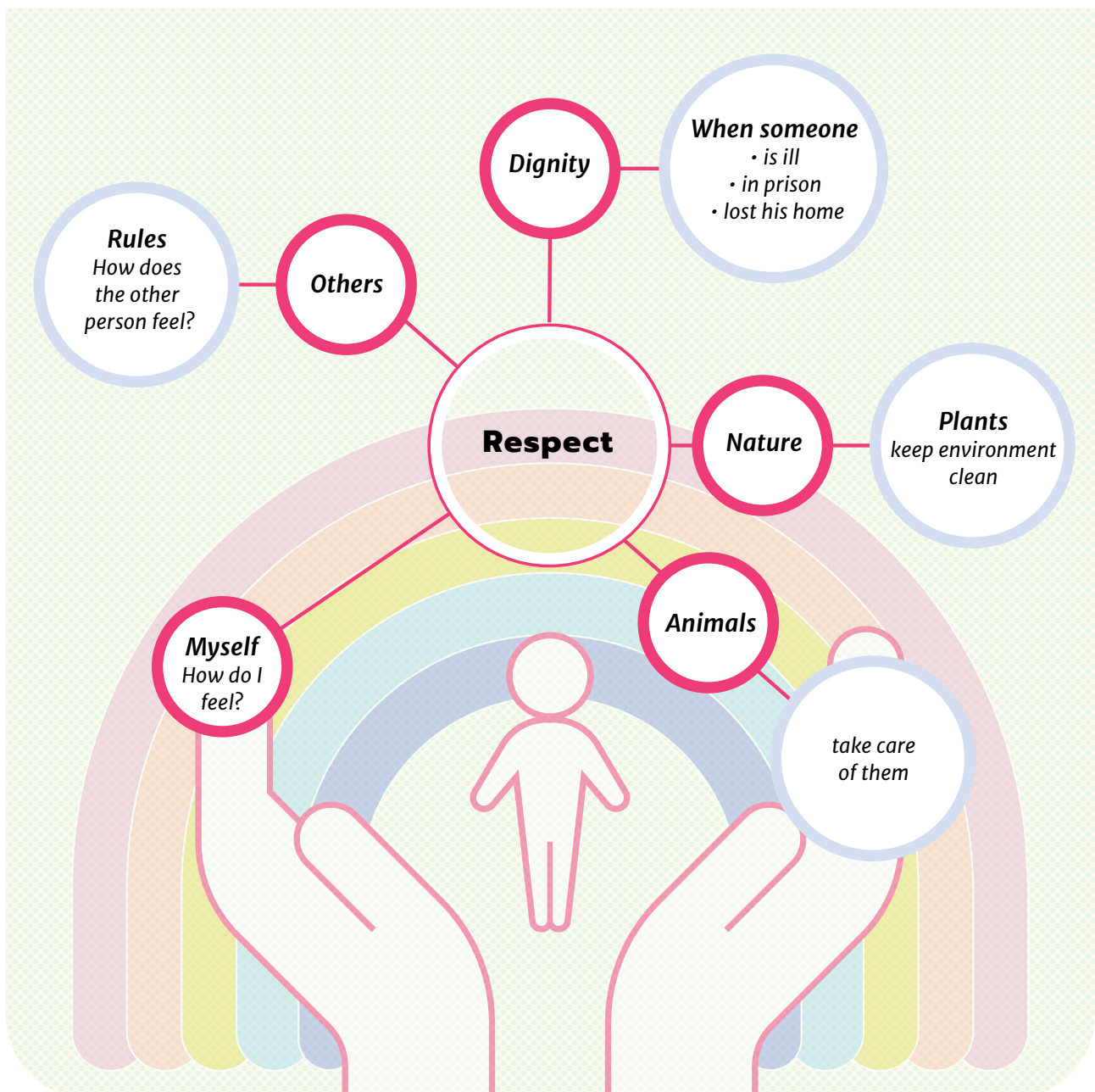


2. The students work individually. Each student imagines they have a wife/husband and children. Each student writes a letter to his/her future child, pointing out all the things that are important to make the world a better place to live in.
3. The students come back into the circle. Together with the teacher they discuss what was most important when writing to their imaginary child. Some students, if they want, can read their letter aloud.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ②





TASK 8

WE TRY TO CHANGE THINGS BY VOLUNTEERING

Goal

The students analyse life situations from an individual and from a community perspective. They develop ideas on how to contribute towards solving different community problems by volunteering.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Small slips of paper



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The students sit in a circle. The teacher introduces two situations: one situation in which an individual causes a problem, e.g. one student being very noisy, and one situation where a problem arises in the community, e.g. not enough space for playing football in the school yard.
2. The teacher asks the students to come up with other situations. He/she notes them down on slips of paper or on the board.
3. Together, the students sort the given situations into "individual" and "communal" problems. They make two columns.
4. The teacher puts the students into groups of four. Each group chooses one problem. They think about how they can solve it.
5. The class forms a circle. The groups present their solutions.

Sequence ②

1. The teacher encourages the students to think of a problem in the school or in the community. The problems could be environmental problems, traffic, neglected elders, a problem in the school, etc.
2. The teacher gives the students a set of questions on how to solve the problem.
3. The students work in groups and try to answer the questions. They design a plan of how they want to tackle the problem and what type of voluntary work would help.
4. The teacher organises a presentation of those plans and decides when these "projects" should start.
5. The teacher encourages the students to write an outline of their volunteer project in their notebook. He/she might to give some additional help.
6. In every following Personal Development lesson, the teacher asks for a quick update about their volunteer work.
7. After a few weeks, the teacher asks the students to reflect on their volunteer work. How did it contribute to changing the situation?

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①**Questions for the students**

What is the problem?

Who is affected by it?

What factors or conditions could contribute to solving the problem?

Who must be informed, asked or spoken to?

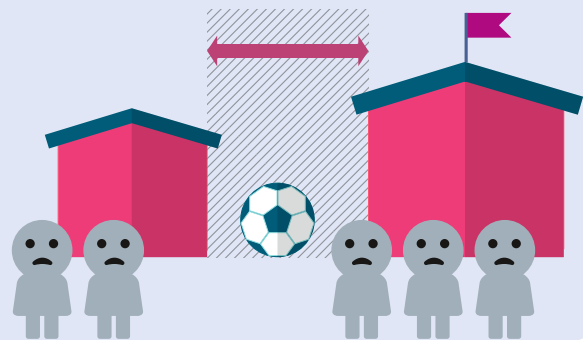
How do we divide our work?

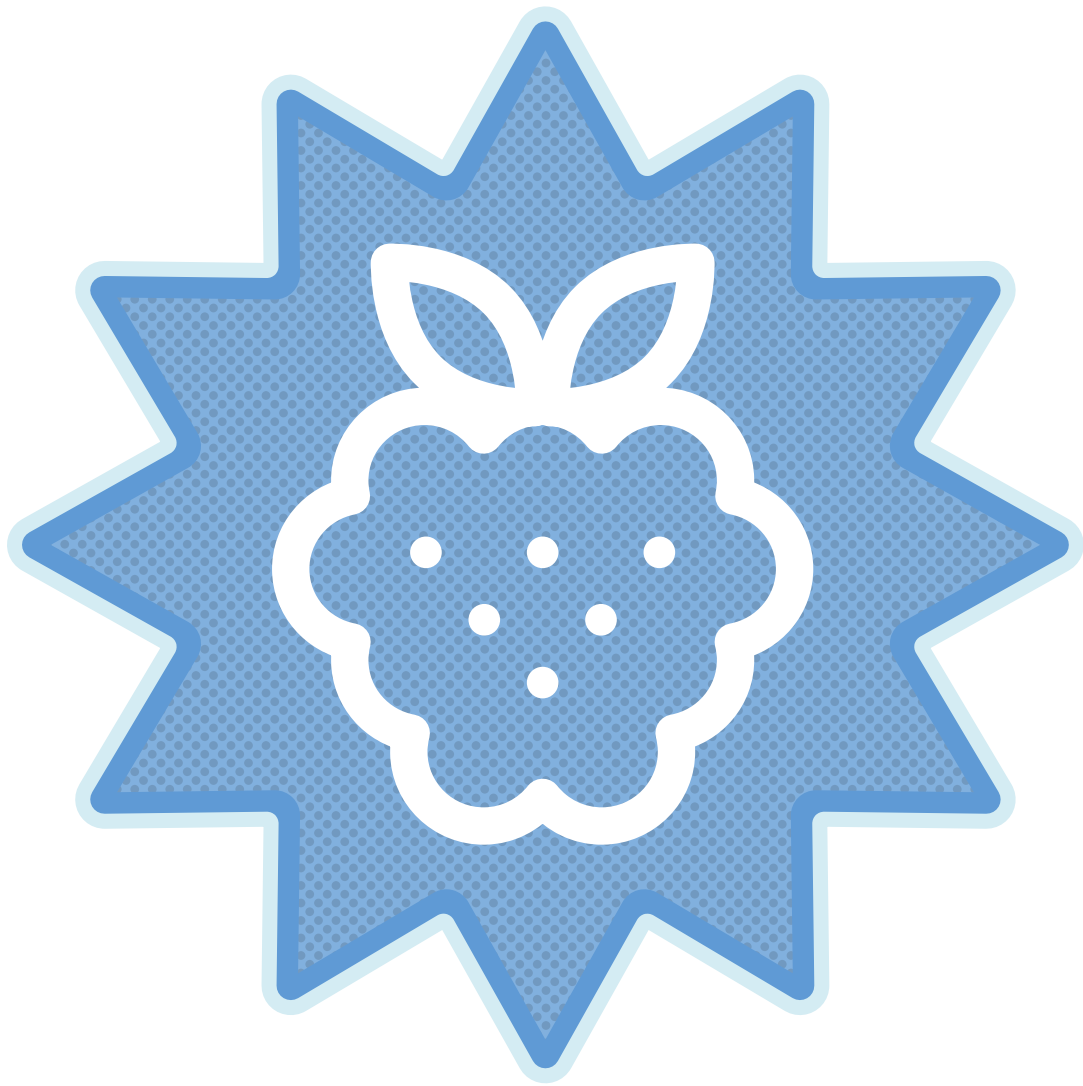
How can I volunteer?

When do I do this?

**individual
problems**

**communal
problems**



**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

WHAT DOES HEALTH MEAN?

Goal

The students get a broad overview of the meaning of health. They find out that different age groups have different approaches toward health.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; A4 paper, Board or flipchart for the two definitions; A3 paper for each group.



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. Each student expresses, in 2–3 sentences, what they consider health to be. Then they compare their ideas with another student, and finally try to find a common definition in their class. The teacher moderates this exchange and writes the result on the blackboard.
2. The class compares their definition with the definition of health by the World Health Organization (WHO): What is the essence of each definition?
3. Each student copies the two definitions from the blackboard.
4. The teacher says that now they are looking for an unexpected, poetic, or funny definition. The students note down one or two ideas individually, then brainstorm together in class. The most important rule is: No criticism! Every idea counts, nobody comments.
5. Homework: Each student asks three people, who are not from their own age group, what they think a healthy lifestyle is. Watch out for unexpected, original answers.

Sequence ②

1. In groups of five, the students present what they heard. Then they do two things:
 - a) find the essence of these definitions and explanations
 - b) add three original answers they have heard
2. They present a) and b) on a big sheet of paper, in the form of a sketch or mindmap. The presenter is chosen by chance, e.g. dice. He/she has just one minute and is not allowed to simply read the text.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

What does health mean?

Definition of Health by the World Health Organization (WHO):

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

(Constitution of the World Health Organization –
Basic Documents, Forty-fifth edition, Supplement,
October 2006)

Our definitions





TASK 10

I WANT TO STUDY BUT I'M IN A BAD MOOD

Goal

The students identify and understand that it is quite normal to have emotions. They learn to name and identify emotions and express their needs in puberty.



Time needed

45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

A4 paper; Empty blackboard for the "Tree of puberty"



Module 3

Healthy lifestyles

LESSON DESCRIPTION

1. The teacher invites the students to learn more about their emotions during puberty. He/she asks them to think about the changes they are going through and about the emotions involved.
2. Students work individually for about 10 minutes and write down their thoughts. Additionally, they think about situations that can trigger certain emotions.
3. Students discuss in smaller groups (of 4–5, for about 10 minutes) their findings on what changes they go through and they order them into thematic groups and write those keywords on the first tree branch on the blackboard.
4. Students discuss their needs. What helps them to cope with difficulties at school or in relationships, a broken heart or mood swings? This is noted on the second branch of the tree.
5. The last 10 minutes are used to talk about the support they need to be able to cope with puberty. Can other people contribute and if so, how? This can be written on the third tree branch.

The groups can also be reassembled when the individual branches are discussed. Note: The teacher must be attentive in order to notice risky coping strategies, but not to criticize them immediately in front of the class.

Homework: The teacher draws a diagram on the blackboard. He/she asks the students to draw various diagrams on a A4 paper. They are invited to analyse their mood, hours of sleep, energy and motivation during one week. They could also add diagrams of conflicts that they had during that week and add their happy and sad moments.

The teacher should reflect on this homework in the following week. How does sleep relate to mood and energy? What role do hormones play? Are there more conflicts when you are in a bad mood?



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Tree of puberty

1.
What changes am I going through?

2.
What do I need to feel good?

3.
What kind of support do I wish to get from parents and teachers?

Possible keywords for the "Tree of puberty"

- **Changes:** uncertainty, pimples, fear, pubic hair, conflict with parents, voice breaking, group compulsion, period, broken heart, erection, dissatisfaction with one's own appearance, school stress, beard growth, bullying
- **Needs:** encouragement, friendships, trust, understanding, acceptance
- **Support:** trust, acceptance, keep calm, refuse to be provoked by moodiness, find peaceful solutions for conflicts, respect privacy, don't check the mobile phone or diary of students, daughter or son without them being present.

My mood, energy and sleep tracker

Mood

Day	Mood
Mon	3
Tue	4
Wed	1
Thr	5
Fri	4
Sat	4
Sun	3

Sleep (hours)

Day	Sleep (hours)
Mon	8
Tue	7
Wed	8
Thr	8
Fri	7
Sat	10
Sun	11

Energy

Day	Energy
Mon	2
Tue	4
Wed	4
Thr	2
Fri	1
Sat	4
Sun	5



TASK 11

I DECIDE FOR MYSELF I STAY HEALTHY

Goal

The students think about their decisions regarding a healthy lifestyle.

Students learn how to make decisions and how they are influenced.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Display of small jars filled with different cosmetics



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher exhibits various jars with different creams for boys and girls on a table. All students must select a jar. The whole group then opens the jars together.
2. Plenary discussion: "In my jar there is...", "I chose this jar because..."
3. The students draw a mind map on the blackboard and answer the following questions: What helps me to choose the right products? What do I need and what not? What's good for my health?

Sequence ②

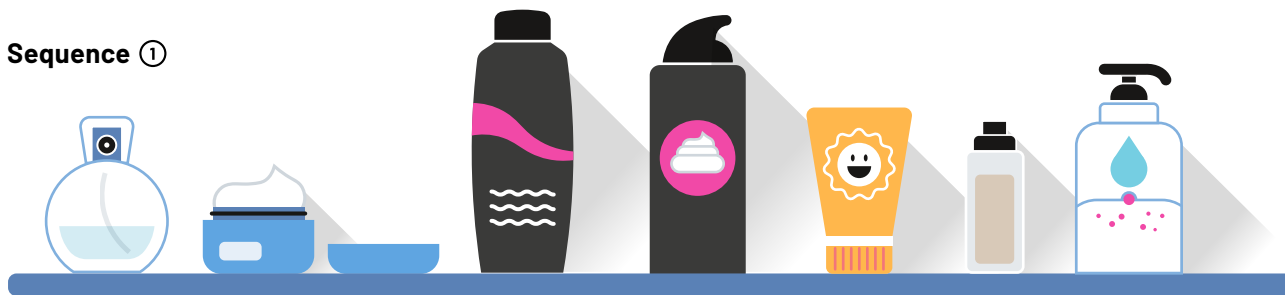
1. The students reflect what they have learnt in sequence 1. Would anybody now chose a different cosmetic product? Why?
2. The teacher introduces the worksheet: "7 steps of decision making".
3. The class splits into two groups, boys and girls. Each group discusses the consumption of alcohol, cigarettes or other stimulants, using the worksheet "7 steps of decision making".
4. One student of each group presents the steps that have been agreed by the girls or boys.
5. Plenary discussion about how boys and girls decide differently.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



Sequence ②

7 steps of decision making

1. Identification of the desire

*Description of the facts, formulation of the need for decision.
Example: My friend puts on makeup every day, or: My friends are drinking alcohol to have fun. Should I join them?*

2. Specification of the desire

Example: "I also want to look good. They are my friends and I want to belong to this group."

3. Working out alternatives

Example: "I put on makeup only for special occasions. I wear earrings instead."

4. Analysis of risks and consequences

Example: "I look better with makeup. I smell better with perfume. I look cool with a cigarette. Cosmetics are expensive. Alcohol and cigarettes are harmful for my health."

5. Decision

Example: "I do not want to put makeup on every day, because my skin gets dry. I do not want to drink alcohol because I feel bad the next day, even if my friends seem to have fun."

6. Putting the decision into practice

Example: "Next week, I will go to school without makeup. Next weekend, I will not consume alcohol or cigarettes."

7. Reflection

Example: "I note in a journal how I felt after a week without makeup or alcohol. What reactions came from my friends?"

Information for the teachers concerning addiction

Teenagers are in a period of upheaval. The fact is that young people are faced with a variety of developmental tasks. These include finding one's own gender identity, dealing with prevailing role models, asserting oneself in groups, distinguishing oneself or coping with media-promoted beauty ideals. In this rich and turbulent phase of life, dealing with alcohol, other substances and problematic behaviours is also becoming an issue.

Influencing factors on the development of addiction

Examples of risk factors: genetic factors, low self-esteem, low tolerance for frustration, lack of problem-solving skills, mental disorders, problems in the family.

Examples of protective factors:

a high level of self-esteem, self-driven activity, realistic self-assessment, coping tools in stress and everyday situations, good relationship and conflict capacity, a good relationship with parents, friendships with peers, positive school and class climate, trusting relationships with teachers, etc.



TASK 12

MY CLOTHES ARE MY FUTURE

Goal

The students reflect on their clothing style. They learn how to dress according to their individual taste and discuss the concept of sustainability.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Empty flipchart paper on blackboard or wall; Colouring pencils; Definition of "sustainability" on the blackboard; Flipchart as in sequence 1



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher asks the students to create a seasonal calendar. Let them be as creative as they wish. There should be enough time to include drawings.
2. The students discuss what they wear in each season while they are standing next to the calendar poster. They draw some sketches of the clothes they agree on into the calendar.
3. The students then discuss how they decide what to wear. These factors can be written as keywords next to the calendar.

Sequence ②

1. The teacher asks the students how they interpreted the title of the task "My clothes are my future". This could mean that how I dress will influence my later life/career. But the title can also refer to sustainability and a conscious use of resources.
2. The students read the definition of "sustainability" on the blackboard and discuss the definition in relation to clothing. They interview each other and analyse what decisions they make when they buy new clothes. They take notes.
 - Why did I buy the last three pieces of clothing?
 - Was the purchase really needed?
 - What about second-hand clothes? Would you wear them?
 - How "sustainable" are my decisions?
 - Less is more! What is necessary?
3. Each student thinks for themselves about what they want to do differently in the future. He/she goes to the second poster entitled "Our Future" and notes his/her intentions on the poster. The poster "Our Future" should stay on the classroom wall.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Worksheet 1: A seasonal calendar with sketches of clothing for each season.



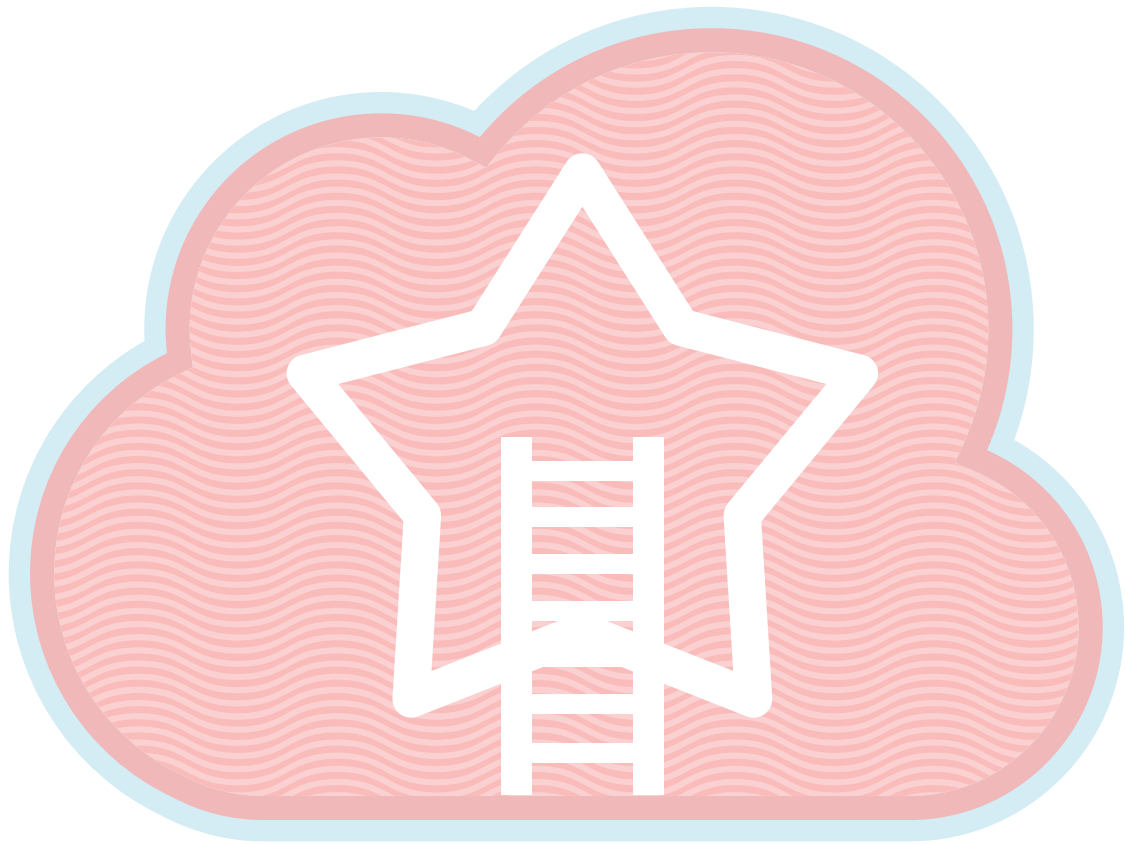
Sequence ②

Worksheet 2: A poster "Our future" that demonstrates what we want to do differently in order to dress sustainably?

Definition of sustainability

Sustainability means that something doesn't harm the planet. The term represents the wide scope of issues and activities that, according to the United Nations, do not compromise the ability of future generations to meet their needs.





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

DIFFERENT JOBS

Goal

Students get to know the professional world. They gather information about different kinds of jobs.



Time needed

- ① 25 minutes
- ② 20 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Task on board or worksheet;
Empty paper cards or slips of paper



Module 4

Designing personal careers
and developing entrepreneurial
mindsets

LESSON DESCRIPTION

Sequence ①

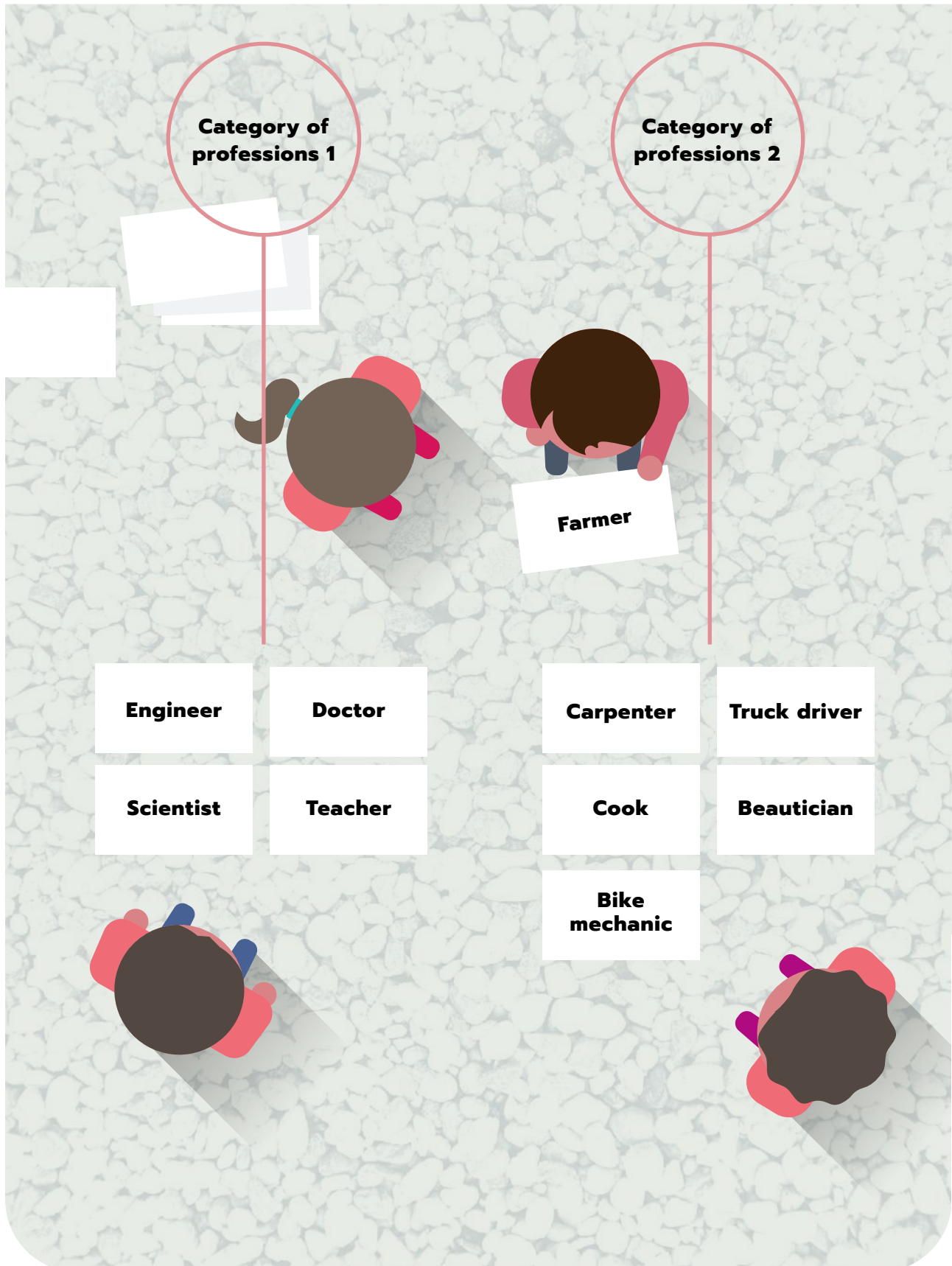
1. The teacher asks the students how many professions they know: In the village or in the neighbourhood, in the city, with family and relatives. The students find at least ten professions. They work individually for a short time.
2. In groups of four, the students collect their findings by writing each profession on a little slip of paper. Try to eliminate duplicates. Then they organise them according to a set of principles, e.g.: well-known, totally unknown; high-, average-, low wages. Each group must define at least two principles and arrange the slips accordingly.
3. Each group decides which principle gave them the most interesting insights. If possible, they take a picture of the layout. One student collects all the paper slips, they will be used later.

Sequence ②

1. The teacher asks the class about the principles that they discovered. He/she writes them on the blackboard, without commenting. If one principle is mentioned more than once, add a dash or a tick.
2. Each group presents one principle of their choice, with examples.
3. To conclude, everybody takes a good look at the blackboard: What are the pros and cons of the most used principles? The teacher structures the discussion, asking for explanations and for arguments for and against.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①



TASK 14

CONDUCTING A MINI INTERVIEW

Goal

Students learn to ask the right questions in an interview. They gain insight into a profession and learn what it takes to get there.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Task on board or worksheet;
Keywords for the structure
"Two short interviews";
if possible, invite a person for
the "job-interview" to class



Module 4

Designing personal careers
and developing entrepreneurial
mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the topic "conducting interviews" by asking the students: "Who has ever read or heard an interview?"
The students describe what they thought of the interview.
2. The teacher asks the students to conduct two short interviews. They work in pairs, sitting opposite each other without a desk in between them.
 - Interview no. 1, student A with student B
Topic: Your favourite activity in your spare time
 - Interview no. 2, student B with student A
Topic: The coolest experience in school
3. The students give each other feedback mentioning at least three positive points before a point that could be improved. They also reflect the role of the interviewee. The teacher takes on the role of a coach and gives support by giving positive feedback.
4. In class, there is a discussion about:
 - What are the qualities of a good interviewer? Consider techniques as well as attitudes.
 - What are good questions? Which questions are not interesting?
5. The teacher introduces the "4 questions for the interview".
For homework each student interviews a family member or neighbour about his/her profession. He/she notes the answers directly after the interview.

Sequence ②

1. The students discuss the job interviews in groups of four or five.
Content: What answers impressed you most? Form: What makes a good interview? Afterwards, some groups tell the class about the content, other groups about the form.
2. The teacher interviews a person who talks about her/his job and how she/he got to it. The students listen and take notes.
3. In pairs, the students prepare a positive feedback for the teacher:
What has he/she done well?
4. Some pairs will be asked to present their feedback.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①**4 questions for the job interview**

.....
What is a typical task that you do in your profession?
.....

.....
What do you do during a typical working day?
.....

.....
How did you learn your profession?
.....

.....
What routes led you here?
.....





TASK 15

VARIOUS CAREER PATHS

Goal

Students learn how to obtain precise information about a profession and a career plan. They learn how to evaluate information and to present it.



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, scissors, sticky tape



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher presents the topic: Two people have the same profession but had very different routes into it. Or two people started in the same profession and ended up in completely different positions. The teacher and the class find one or two examples.
2. The teacher explains that the students are going to interview a professional about his or her career path. The students form pairs.
3. The partners take a good look at the slips with the different jobs they have already collected and decide which job they want to know more about. They think about what it takes to get this job.
4. The students use the keywords from "Preparing an interview" to help them organise well: When? With whom? How?
5. The students find good questions and group them into the "3 main topics" (see materials).
6. For homework, the students contact possible professionals for the interview. The person should not belong to their family. They set a date with the person and conduct the interview. Afterwards, they summarise their interview in a maximum of 10 sentences.

Sequence ②

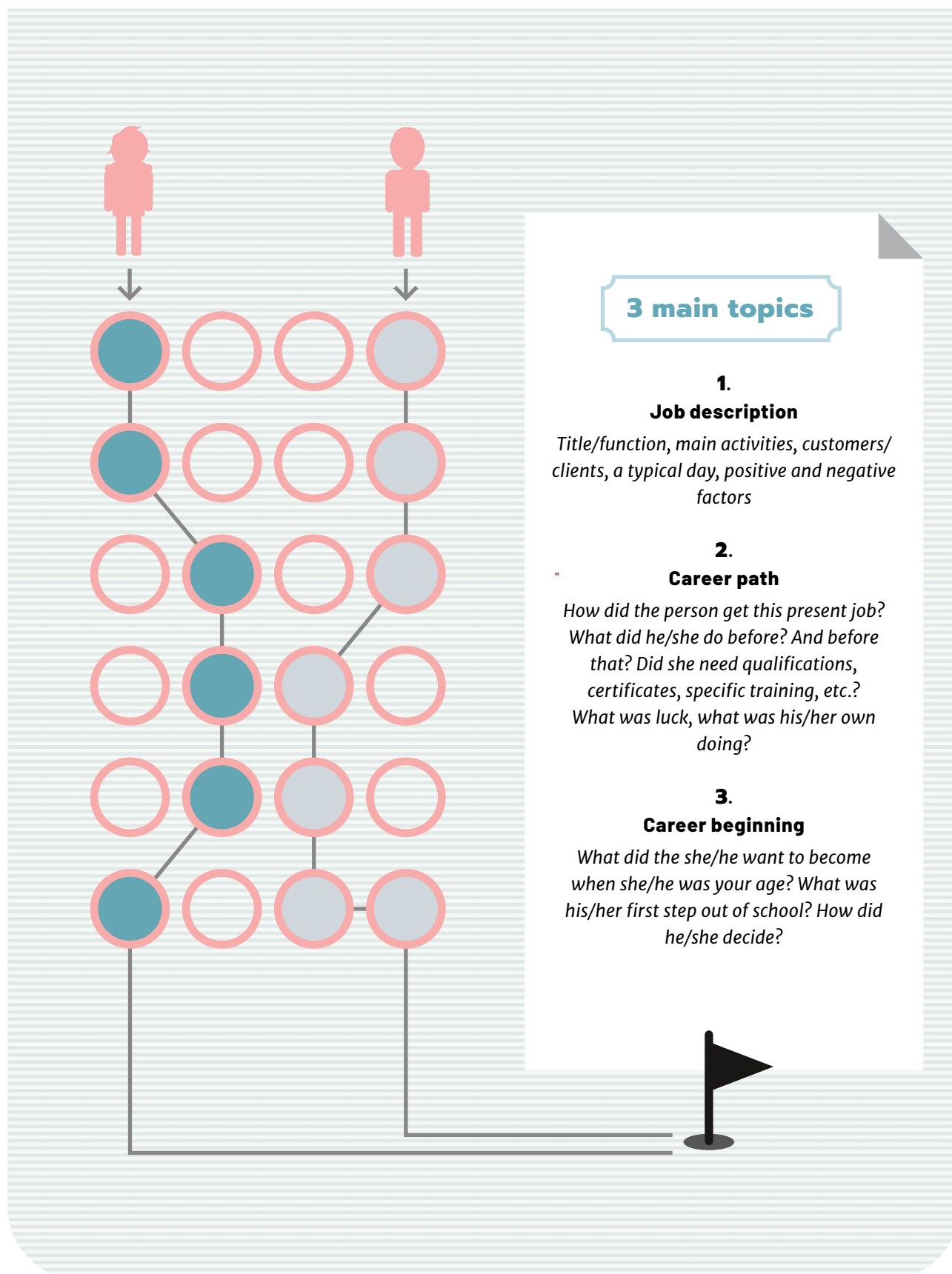
1. The pairs look at their notes from the interview and produce a "mini-poster" (A4): They write a title with the profession and name of the interview partner and 4–6 keywords about their career paths.
2. Two pairs each form a group of four. With the help of the mini-poster, they explain the career path of their interviewees and compare them: Are there similarities? Differences?
3. One member of the group stays at the group table to explain the two career stories, the other three are free to go individually to another table to listen. After 5 minutes, change tables. Repeat 2–3 times, also exchange the person who stayed.
4. The teacher sums up what the main points of this exploration was or asks two students to do it.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①





TASK 16

MY STRENGTHS MY CAREER OPTIONS

Goal

The students get to know their strengths and interests. They find a profession in their locality that corresponds to them.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Plenary discussion



Preparation

A4 paper



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher asks the students to focus on themselves. Each student sketches a "landscape of interests and strengths" on a piece of paper, with keywords and/or symbols that represent them. The teacher instructs the students to focus on the content not on the drawing, it is just a sketch.
2. Pairs are formed. The students should work with somebody they have not yet worked with during the previous month. The partners explain their "landscape of interests" to each other. They give feedback, e.g.: "What surprised me?" "What is quite similar?" "Where are we different?"
3. The partners discuss the opportunities for both: Which jobs/professions are in the local vicinity? Which ones could match our interests and strengths? What next step could we take, concerning interviews? Find at least two ideas for each one. Each one takes notes and extends their landscape.
4. For homework, each student asks two people their opinion: "What do you think are my interests and strengths?" "What job opportunities would I have with these?"

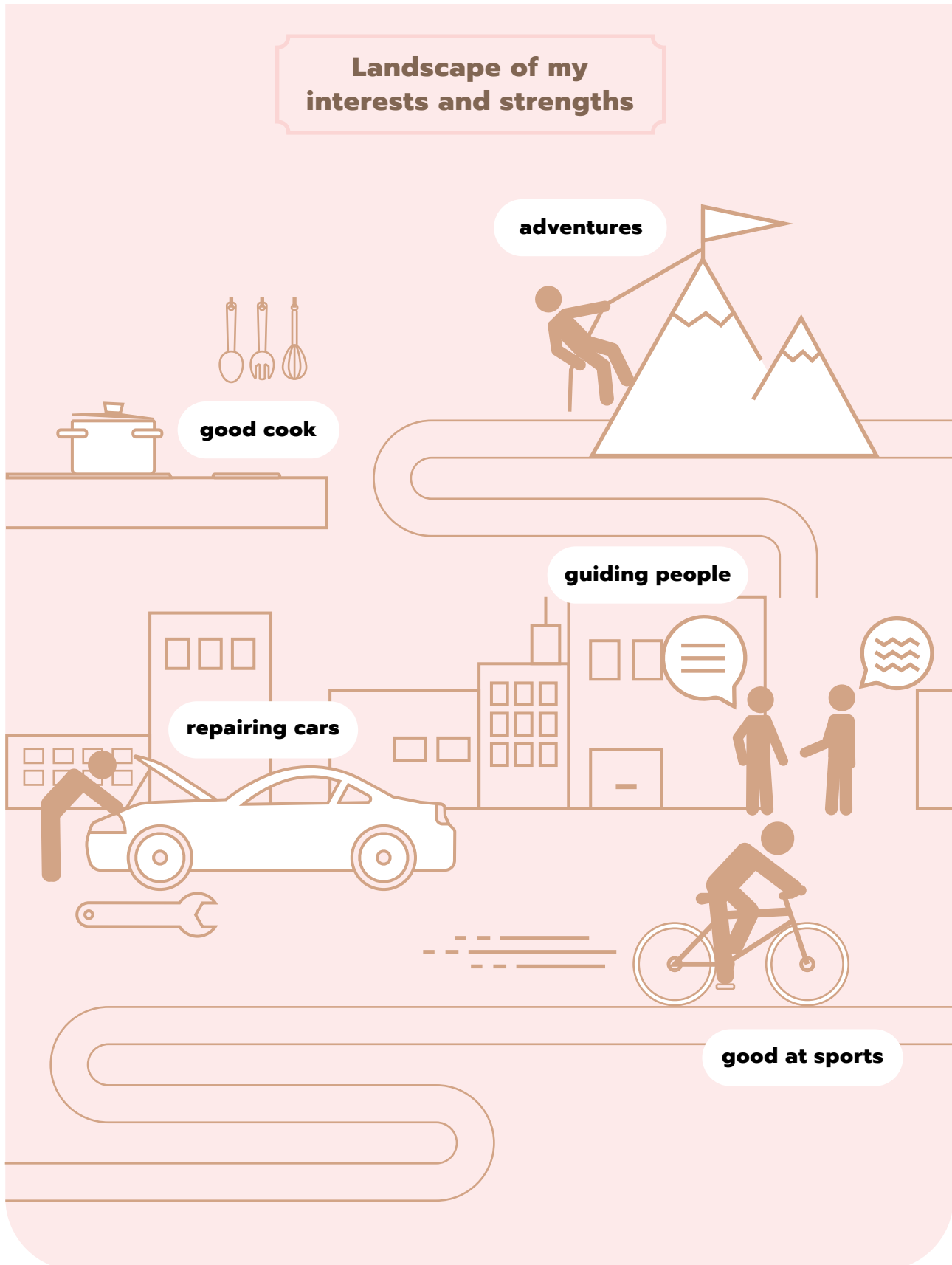
Sequence ②

1. The students work individually on their "landscape of interests" by starting a second, more profound sketch which includes all the feedback they received.
2. In the middle of the lesson, they join their partner from sequence 1. They present the – probably unfinished – "landscape" to each other and give feedback on at least three things that are done well and one example where they could improve.
3. The students finish their landscape, either in school or as homework.
4. The students research entrepreneurial options in their community. This could be done as a "mini-project".

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ① and 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

CALLING EMERGENCY SERVICES

Goal

An emergency call can save lives. It is difficult to remain calm in an emergency. Students memorize key “W-questions” as a strategy to help.



Time needed

- ① 45 minutes
- ② 30 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Handout for students and information on blackboard or power point



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher activates the students' prior knowledge with the question: “What do you have to do if you want to report an accident or emergency?”
2. The teacher collects the students' ideas and expands these.
3. The teacher asks the students to form groups of two or three. In their groups, they simulate an emergency call. The students should invent their own emergency situation. In a pair: Caller and person working for emergency services. Group of three: Caller, emergency services, injured person. The students practice the “W-questions”.
4. After the first round, the students switch roles.
5. Individual situations are acted out in front of the class and discussed.
6. The teacher asks if there are any questions and whether the students feel prepared to tackle an emergency.

Sequence ②

The students produce small, credit card-sized flyers to put in their wallets or mobile phone cases on which the emergency number and the “W-questions” are printed. They give them to each other and hand them out to the adult members of their family.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

How to talk to the emergency services:

Emergency services

Who?

*Who is calling?
What is your name?*

Where?

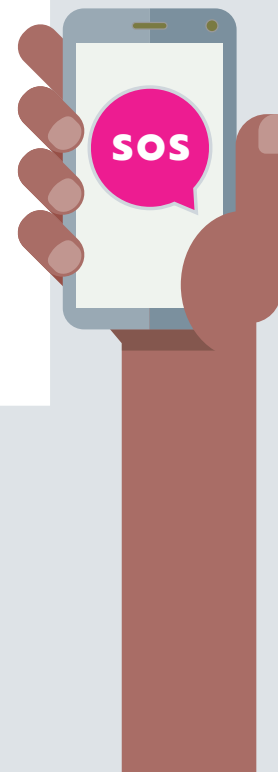
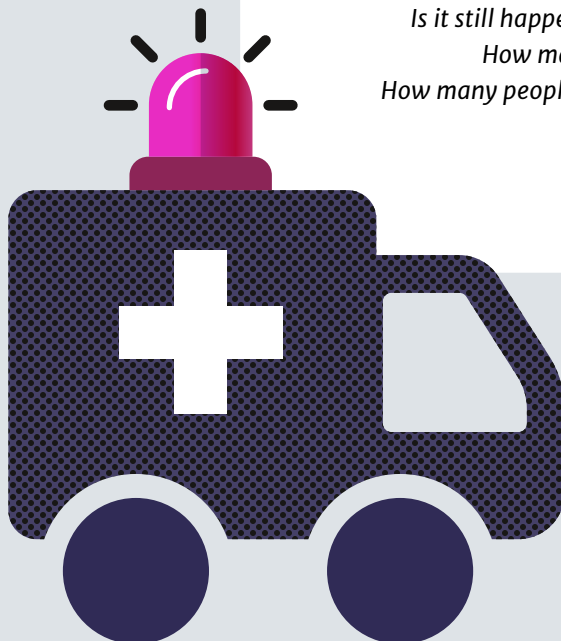
*Where has the accident happened?
If you can't give the exact address,
name landmarks nearby.*

What?

*What has happened?
Injury, road traffic accident, fire,
natural disaster, suicide risk, etc.
Are there injuries?
Describe them as precisely as you can.
Is there an immediate danger to other
people nearby, e.g. leaking oil or gas?*

When?

*How long ago did the accident happen?
Is it still happening now?
How many?
How many people are injured?*





TASK 18

ROAD SAFETY

Goal

The students become aware of risks and dangers on the streets and connect factual knowledge with emotional aspects.



Time needed

- ① 20 minutes
- ② 25 minutes



Social settings

- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Picture with a zebra crossing and a warning notice



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. Without commenting on it, the teacher shows a picture with a zebra crossing with lettering, a crossed-out headset and a crossed-out mobile phone.
2. The students are given some time to talk about what they see. Then, the teacher collects some of the opinions.
3. The students are asked to discuss in pairs what kind of safety risks there are in road traffic and which measures can be taken to prevent them.
4. The students create a poster with two columns. On the left they list the dangers, on the right they write down preventative measures.
5. The posters are presented by the different pairs of students.

Sequence ②

The students are given a writing task to help create a link between the rational knowledge about security measures and the emotional response to it, e.g.: "A girl suffered fatal injuries when hit by a car. She was wearing headphones and could not hear the approaching car." Or: "A boy suffered fatal injuries in a bicycle accident, because he was not wearing a helmet." Imagine this girl could write a letter to a friend. What would he/she write: About the things she would have liked to do in life? About how to behave in the road traffic? About her friends who are still alive?

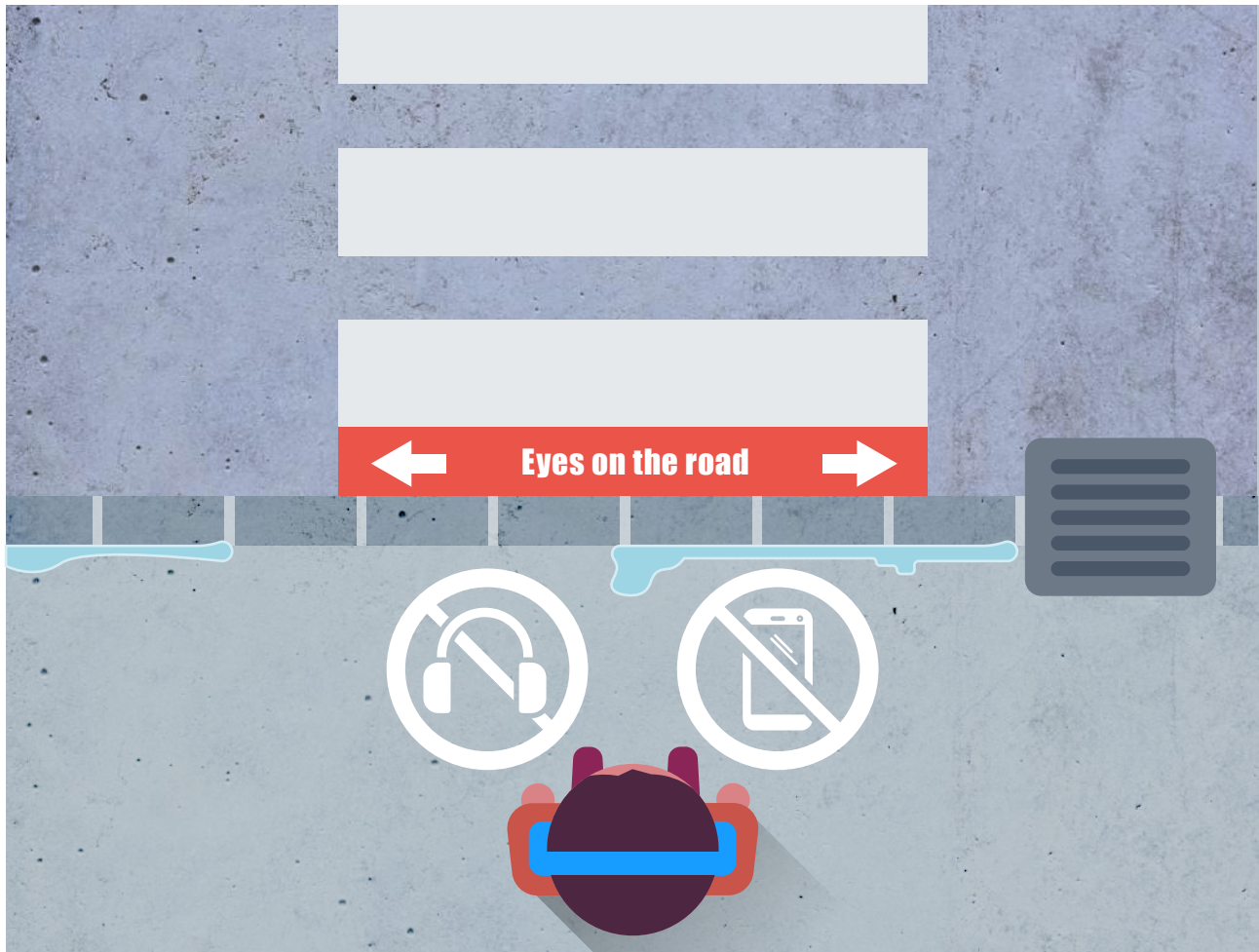
At the end, all the letters are exhibited on the wall. The students read the letters.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



Dangers

Measures

People can get run over, because drivers and pedestrians are distracted by their mobile phones or media devices.

Switch off distracting media devices when moving in traffic!
Awareness campaign about "The risks of distraction caused by media devices in traffic".

A fatal car accident.

Use seat belts!
Awareness campaign for seat belts.

A bicycle accident with head injuries.

Wear a bike helmet!
Awareness campaign for the use of bike helmets.

Accident caused by the writing of text messages while driving.

Stop writing text messages while driving!
Awareness campaign about the "risks of text messaging while driving".



TASK 19

MY PHOTO IN THE INTERNET

Goal

Students become aware of the risks involved when disclosing their data or pictures on social media platforms.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion



Module 5

Personal safety

LESSON DESCRIPTION

Social network platforms, such as Facebook, YouTube, WhatsApp, Snap Chat, Tiktok, are an attractive means for young people to present themselves. However, self-expression on social media can be risky. One of the reasons is that you have no control over who sees your contributions. On the one hand, these self-representations are a chance to gain recognition, but they also entail the risk of rejection. They can even reduce employability. Therefore, it is crucial to become aware of the audience and to become aware of the consequences of posting on social media.

Sequence ①

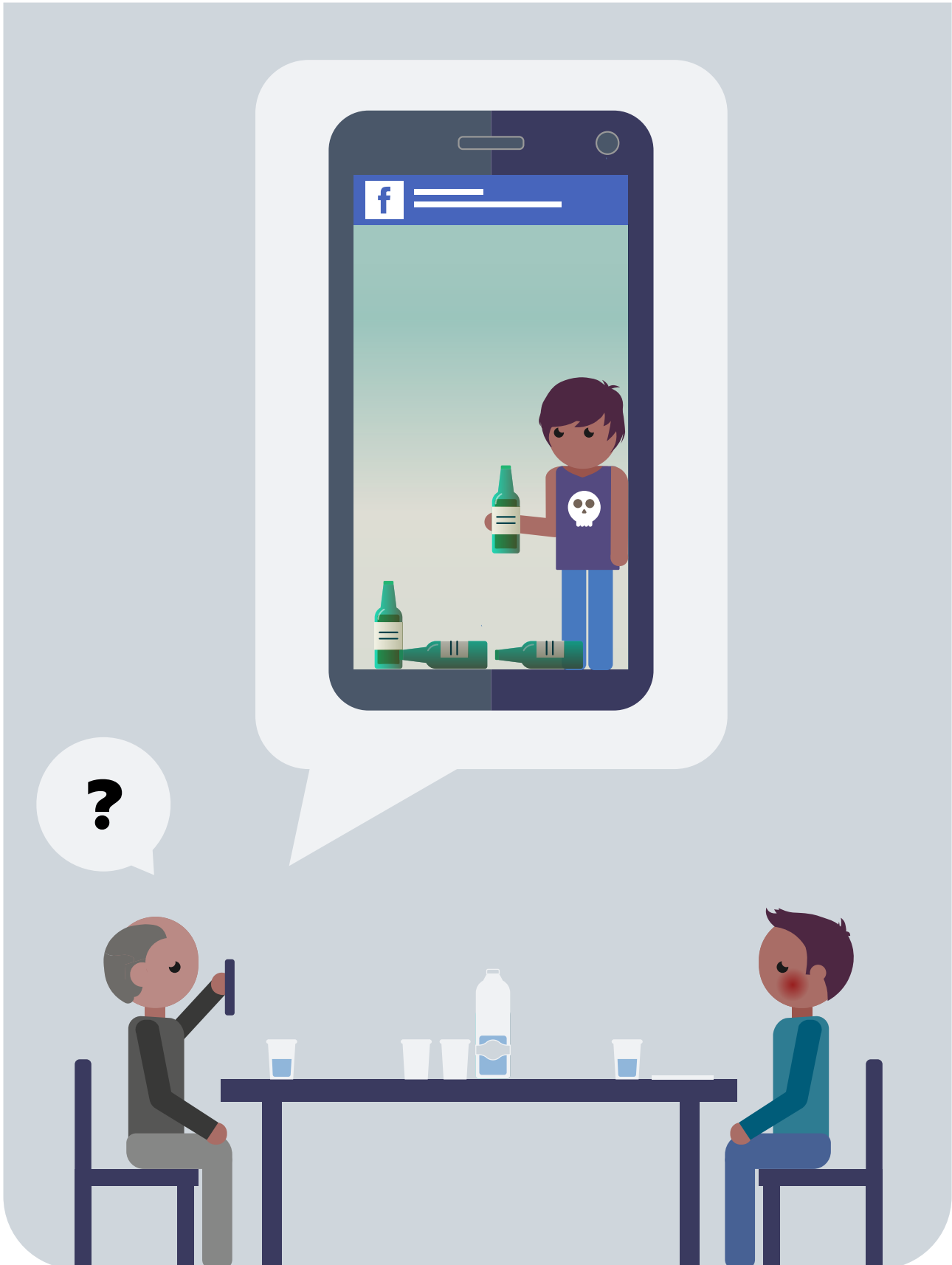
1. The students are shown a YouTube film about the topic or they are told a story: "A young man is on his way to a job interview. He is a bit nervous but knows that he is well prepared for it. At first, the interview is going very well. But then he gets asked questions about some party pictures on his Facebook account. The head of human resources explains to him that this kind of online presence is not compatible with the company's values. The young man doesn't get the job."
2. The students discuss the story and are asked whether they have heard of such a case.
3. The students define criteria to identify photos which could be problematic. e.g.: presenting oneself with alcohol, a joint, lightly dressed, in an erotic pose or kissing somebody.

Sequence ②

The students are asked to check their online presence and to analyse their pictures on social media according to the criteria they defined before. In addition to that, they enter their first and last names with quotation marks into different search engines and conduct a text and image search.

**MATERIALS FOR THE STUDENTS**

On blackboard/projector/worksheet

Sequence ①



TASK 20

GIVING FIRST AID

Goal

The students learn which first aid steps can be taken by non-medical personnel after finding an injured person



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

"Administering first aid" and "Recovery position" on blackboard, power point or printed out on paper



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher activates the knowledge of the students with the question: "What must be done if a person is injured, for example in an accident?"
2. The teacher collects the students' answers and completes them.
3. The teacher instructs the students based on the illustration: "Administering first aid".
4. The students draw the procedure in their booklet or on a sheet of paper.

Sequence ②

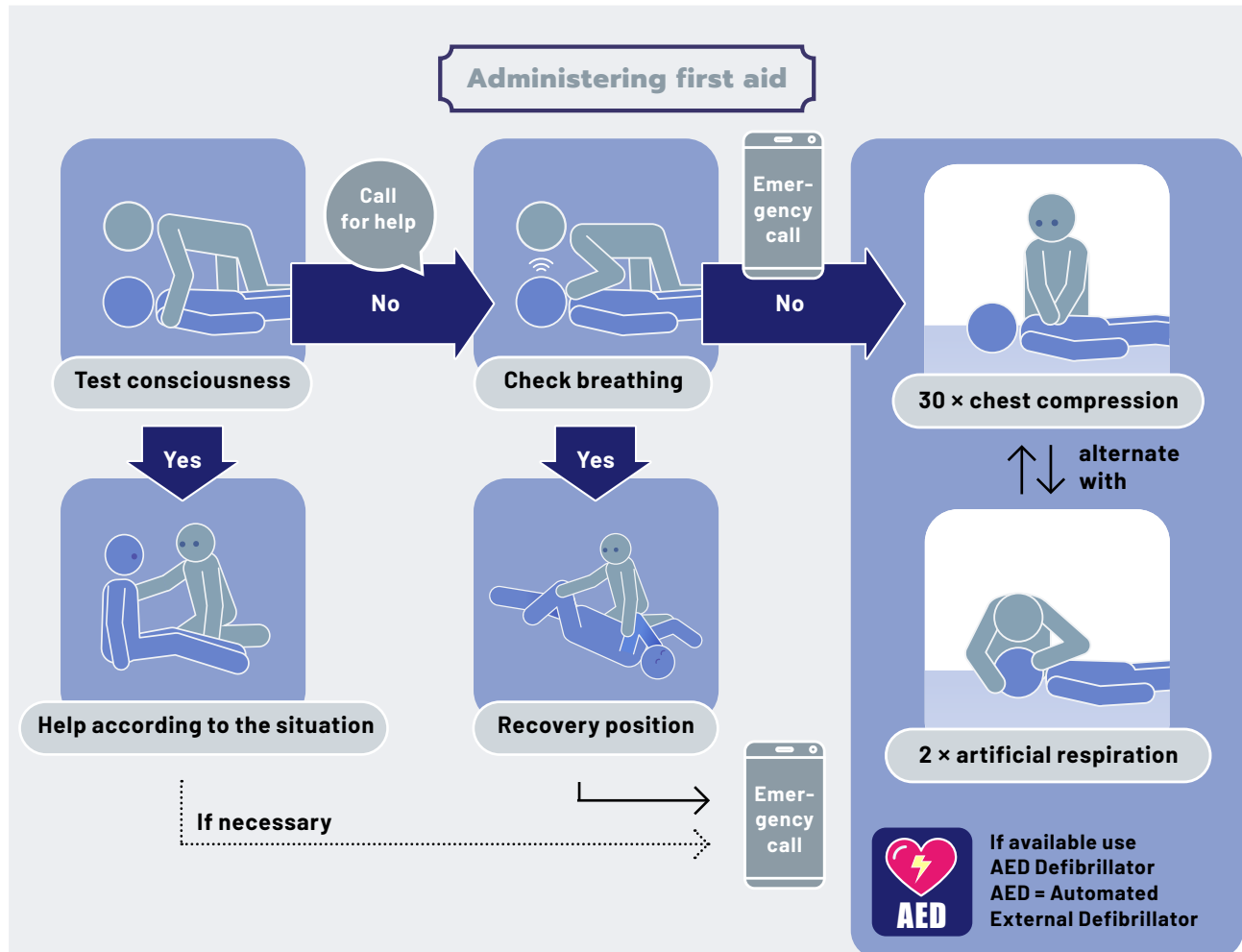
1. The teacher demonstrates and explains the recovery position: A person who is unconscious or semi-conscious is put in the recovery position so that he/she cannot choke on his/her vomit. A person in this position must continue to be permanently observed. Depending on the weather, he/she should be protected from hypothermia with blankets or jackets.
2. The students come together in groups of two and practice the recovery position, e.g. one person plays unconscious and the other brings them carefully and attentively into the position. They then switch roles.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



Sequence ②

