9

A TEACHER'S GUIDE TO
PERSONAL
DEVELOPMENT
FOR GRADE 9

PHZH

ZURICH UNIVERSITY
OF TEACHER
EDUCATION

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A TEACHER'S GUIDE TO
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FOR GRADE 9

GENERAL PEDAGOGICAL INTRODUCTION

"A Teacher's Guide to Classes in Personal Development for Grade 9" 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
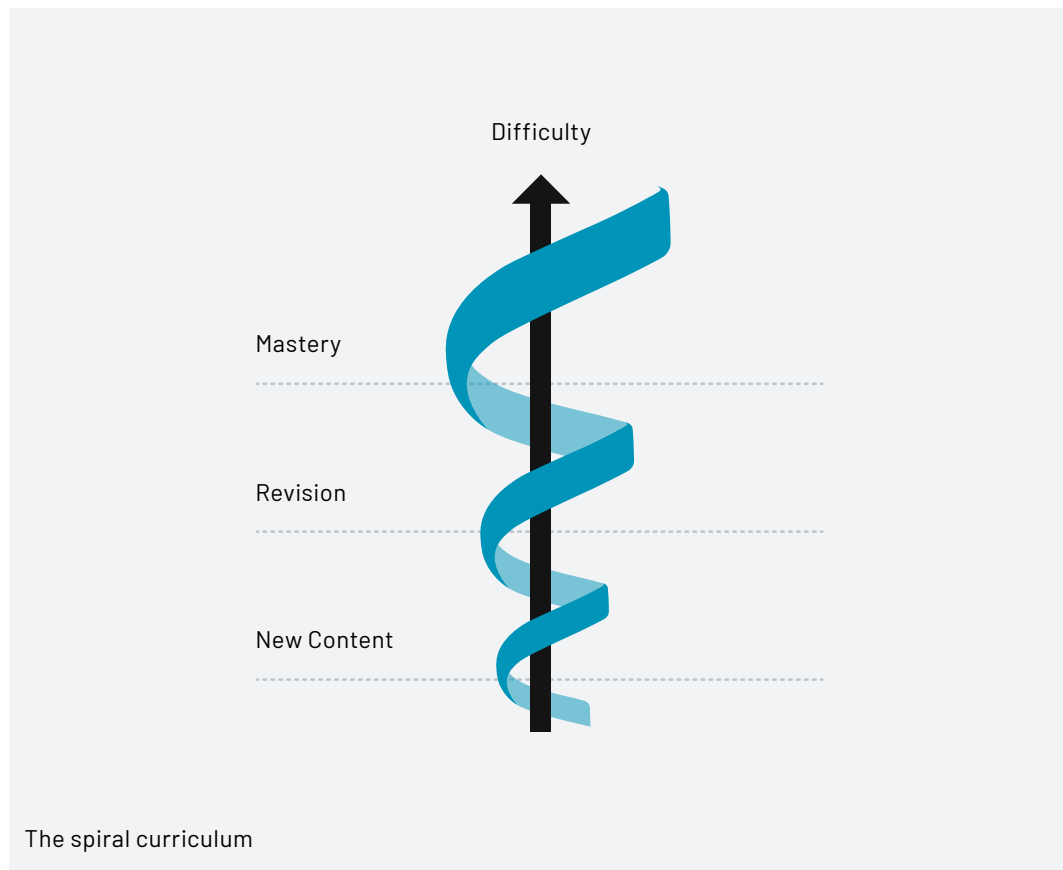
The spiral curriculum of personal development and life skills education can be described as an approach that presents different key concepts for learning with increasing degrees of complexity throughout progressive school years. Following the paradigm of the early educationalist and psychologist Jerome 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.
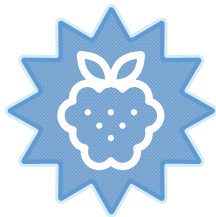
Module 3

"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 Nationals Interagency Meeting. Geneva: World Health Organisation.

A TEACHER'S GUIDE TO PERSONAL DEVELOPMENT FOR GRADE 9

This manual for Grade 9 consists of 20 tasks that are divided up into four tasks per module. The modules focus on the following goals and competencies:

Module 1:
Self-knowledge and knowledge of others
Specific competencies: Expressing one's personal identity by exploring the self and social resources in order to build a constructive relationship with one's family and others. This includes:

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

The topics in Module 1 focus on the age-appropriate concerns of the student and his/her perception of equality and difference (task 1), gender and sexuality (task 2), the influence of values (task 3), and finding strategies for conflict resolution (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:

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

The topics in Module 2 focus on personal perception of equality and fairness in ones' own experience (task 5), wishful thinking in comparison to real possibilities (task 6), modes for conflict-resolution and decision-making (task 7), and differentiating between needs and wants (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:

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

The topics in Module 3 focus on planning for the prevention of environmental pollution (task 9), balancing the risks of smoking and peer pressure when resisting (task 10), understanding the factors that affect access to clean water (task 11), and healthy eating habits (task 12).

Module 4:
Designing personal careers and developing entrepreneurial mindsets
Specific competencies: Demonstrating personal autonomy in determining school and/or professional paths from the perspective of capitalising on personal potential and the opportunities of the labour market. This includes:

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

The topics in Module 4 focus on getting a more detailed overview of the professional world and of local job opportunities (task 13), thinking about one's own professional career path (task 14), thinking about one's own educational career path (task 15), and presenting one's own plans in the form of a project (task 16).

Module 5:
Personal safety
Specific competencies: Actively engaging in personal safety and the safety of others, demonstrating responsibility. This includes:

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

The topics in Module 5 focus on dealing with problematic situations (task 17), risk prevention in online activities (task 18), dealing with bullying (task 19), and personal safety in traffic (task 20).

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
ALL DIFFERENT
ALL EQUAL

Goal

In the development of their ego, young people must be aware that it is ok to be different from others whilst at the same time respecting basic elements of equality.

Time needed
① 15 minutes
② 30 minutes

Social settings
- Group work
- Plenary discussion

Preparation
① Two strings to divide the room
② Questions for group discussion

Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

The teacher divides the room in two parts by a string or a line drawn by a piece of chalk. Now he/she calls out a series of characteristics one by one. As soon as a characteristic is mentioned, those who recognise that they have that characteristic cross the line.

Examples: all those who …
- are wearing jeans
- have blue eyes
- are older than the class average
- have visited other countries
- regularly read a newspaper
- have been subjected to discrimination
- have homosexual friends
- have prejudices about others
- etc.

The students can be asked to suggest characteristics themselves. The teacher must be aware of what might be sensitive.

Sequence ②

The students are divided into small groups of 4 or 5 and discuss some of the questions that have arisen. The teacher supports the groups in selecting a speaker and a moderator in advance. The moderator makes sure that every member of the team will speak. The speaker takes notes and presents the main result in the plenary. If the class is not yet experienced and trained in these roles, it is an important task for the teacher to introduce them. All students need to learn to moderate and to present. After the group presentations, the teacher summarises without giving a moral evaluation. When doing so, the teacher gives hints, explaining how a dynamic ego needs to be ready to learn from others and to grow by developing different points of view.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ②

Questions for the discussion

- *Was anyone in a group with someone he/she thought had nothing in common with him/her?*

- *How does it feel to be part of a large group?*

- *How does it feel to be alone or in a small group?*

- *How hard is it to stand up for an opinion?*

- *What type of questions are difficult to answer in public?*

Decide, before the discussion starts, who will moderate the group discussion and who will be the speaker in the plenary. Maybe this time the speaker could be someone who is not very experienced in doing so. This experience as moderator or as speaker is an important element of "Personal Development".

TASK 2
GENDER AND SEXUALITY: SELF, FAMILY, PEERS

Goal

The students understand that gender and sexuality affect their lives as teenagers. Gender and sexuality have a major impact on their self-esteem and on their interactions with others. The students understand that issues relating to sexuality should be based on values such as self-respect and respect for others.

Time needed

① 20 minutes
② 25 minutes

Social settings

- Pair work
- Plenary discussion

Preparation

Circle of chairs for the plenary discussion; Drawing of the diagram on board, PowerPoint or flipchart

Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces a diagram that shows three different fields: self, family, peers and their relationship to a healthy sexuality. The students copy it.
2. The teacher divides the students into smaller teams (maybe girls and boys separately). First, they are asked to find examples that illustrate all points of the diagram. After this, each member of the group talks about themselves in an honest way without having to share what they want to keep for themselves. The teacher helps them protect themselves in this respect.

Sequence ②

Each team summarises the discussion and presents it in the plenary under the following points:

- Interesting elements of the discussion
- Questions they have for their classmates
- Ideas they have for discussing these matters further in class
- How they can support each other in moments of difficulty

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Self

- *appreciates own body*
- *takes responsibility for own behaviour*
- *knowledgeable about issues surrounding sexuality*

Peers

- *expresses love and intimacy in appropriate ways*
- *has the skills to evaluate readiness for mature relationships*
- *interacts with and respects both genders in all aspects*

Family

- *communicates effectively with family*
- *able to express love to family members*
- *performs duties and responsibilities at home*

Sequence ②

Questions for the discussion

- *When was the last time I was really happy? Could I share it with my family by showing my feelings?*
- *How did I react lately when I was angry?*

Afterwards, in their teams, the students outline their own personal profile. Where do I see my strengths? Where can I develop? What doesn't seem important to me?

Questions for the presentation

- *What was interesting about our discussion?*
- *What kind of questions do we want to ask our classmates?*
- *How can we discuss our ideas with the class?*
- *How can we support each other in difficult times?*

TASK 3
WHAT DO WE VALUE?

Goal
The students understand that their own values are an important factor for decisions, for health and for responsibilities.
They develop a positive attitude towards gender and sexuality. They discuss how issues relating to sexuality are based on values such as self-respect and respect for others.

Time needed
① 20 minutes
② 25 minutes

Social settings
- Individual work
- Group work
- Plenary discussion

Preparation
Circle of chairs for the plenary discussion; Table "My list of values"

Module 1
Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The teacher creates a classroom atmosphere that makes serious and individual reflection possible for all students.
2. The teacher introduces the goals of the lesson to the students, gives a short introduction of the chosen approach and gives them the table "My list of values".
   Possible introductory remark by the teacher: "Your role as a young woman or young man should not limit your interests or your plans. Everybody can participate in whatever they want, no matter their sex or sexual orientation. Every profession can be chosen by anybody. The key question is: How do you see yourself? How well do you know yourself? How do you want to develop in the coming years? Use this time to think about yourself. You don't have to please me or anybody else. Nobody will rate your thoughts."
3. Every student works individually on his/her handout. First they fill in the list. Then, they answer the questions by taking notes.
4. Finally, the students work in pairs to find ways to broaden their own perspectives.

Sequence ②
In the plenary discussion, the sole role of the teacher is to support the students so they can share their experiences. The teacher is clearly in the role of the moderator. It can be destructive to give any strong opinion or mention facts. It is about listening, understanding and enabling.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

My list of values

	Not important	important	Very important
To be respected by my parents			
To be respected by my friends			
To have a positive image of myself			
To have lots of friends			
To do well in school			
To give and receive love			
To build healthy relationships with both genders			
To accept all sexual orientations			
To accept sexuality as a factor of personality			
To make intelligent decisions concerning sexual behaviour			

- *What did I learn about myself?*
- *What is specific about myself?*
- *Why is it important to know more about myself?*
- *Why would someone choose me as his/her friend?*

TASK 4
HOW TO SOLVE A CONFLICT

Goal

The students learn a technique of conflict resolution. They understand that resolving conflicts can be trained.

Time needed
① 30 minutes
② 15 minutes

Social settings
- Group work
- Plenary discussion

Preparation

Enough space to move around; Model "Resolution of conflicts in six stages"; Newspapers and magazines

Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The teacher describes a situation of conflict to which there is no defined solution. (Example: Two groups of students want to use the schoolyard for their sport during the breaks, the one group for football the other for volleyball. Every time they fight.) The situation may be presented as a role-play. The students discuss how to resolve the conflict. In doing so, they may anticipate parts of the model provided or ask questions that the model may provide an answer for.

2. Two groups are formed. One group reads the worksheet Resolution of conflicts in six stages in silence.

3. In the other group, students look through a magazine for an article about a conflict. They can also tell each other about their own experiences. Now students form groups of four. In each group there are two students who have read "Resolution of conflicts" and two who have taken a closer look at a specific conflict. The students choose one conflict and apply the ideas of conflict resolution.

4. Two are adversaries, the other two act as mediators. They follow the guidelines on the sheet to find a solution.

Sequence ②

Reflection in the plenary session:
- Which conflicts did you try to solve?
- How did you try to solve them?
- How did the model of conflict resolution help you?

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Resolution of conflicts in six stages

1

Identify needs

"What do you need?"
Each person involved in the conflict should answer this question without accusing or blaming the other.

2

Define the problem

"What do you believe to be the problem in this case?"
The whole class can help to find an answer which meets the needs of those concerned. The adversaries must be able to accept the definition.

3

Seek a number of solutions

"Who can think of a possible way of solving the problem?"
All members of the class can contribute answers. These should be written down, without comment, judgment, or evaluation. The aim at this stage is to produce as many solutions as possible.

4

Evaluate solutions

"Would you be pleased with this solution?"
Each party in the conflict reviews the alternatives, explaining which ones are, or are not, acceptable.

5

Decide which solution is best

"Do you both accept this solution? Has the problem been solved?"
It must be clear that both parties accept the solution. Their efforts to find a solution should be appreciated.

6

See how the solution is applied

"Let us talk once more about this situation and make sure that the problem really has been solved."
A plan should be set up to evaluate the solution. Depending on the nature of the conflict and the age of the adversaries, an evaluation may be carried out minutes or hours or a day later.

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
WE ARE ALL EQUAL, BUT SOME ARE MORE EQUAL THAN OTHERS

Goal

The students identify and analyse the reasons and motives for discriminating against others. This exercise focuses on how socio-economic factors affect the chances of social success.

Time needed
① 25 minutes
② 20 minutes

Social settings
- Individual work
- Group work
- Plenary discussion

Preparation

Task on board or worksheet; One flipchart paper per group

Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher divides the students into groups of no more than six people (even number). Each group receives a sheet of paper and a marker.
2. The teacher asks one half of the groups to draw a caricature of a social winner, the other half draws a caricature of a loser.
3. The students then describe the characteristics of their "winner" or their "loser".

Sequence ②

The drawings are hung up on the wall. Each group is asked to explain their drawing to the whole class.
- The "artists" comment on their work by explaining their intention behind the drawing.
- The students explain the characteristics they have added to the drawing. Supporting questions will help them.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet
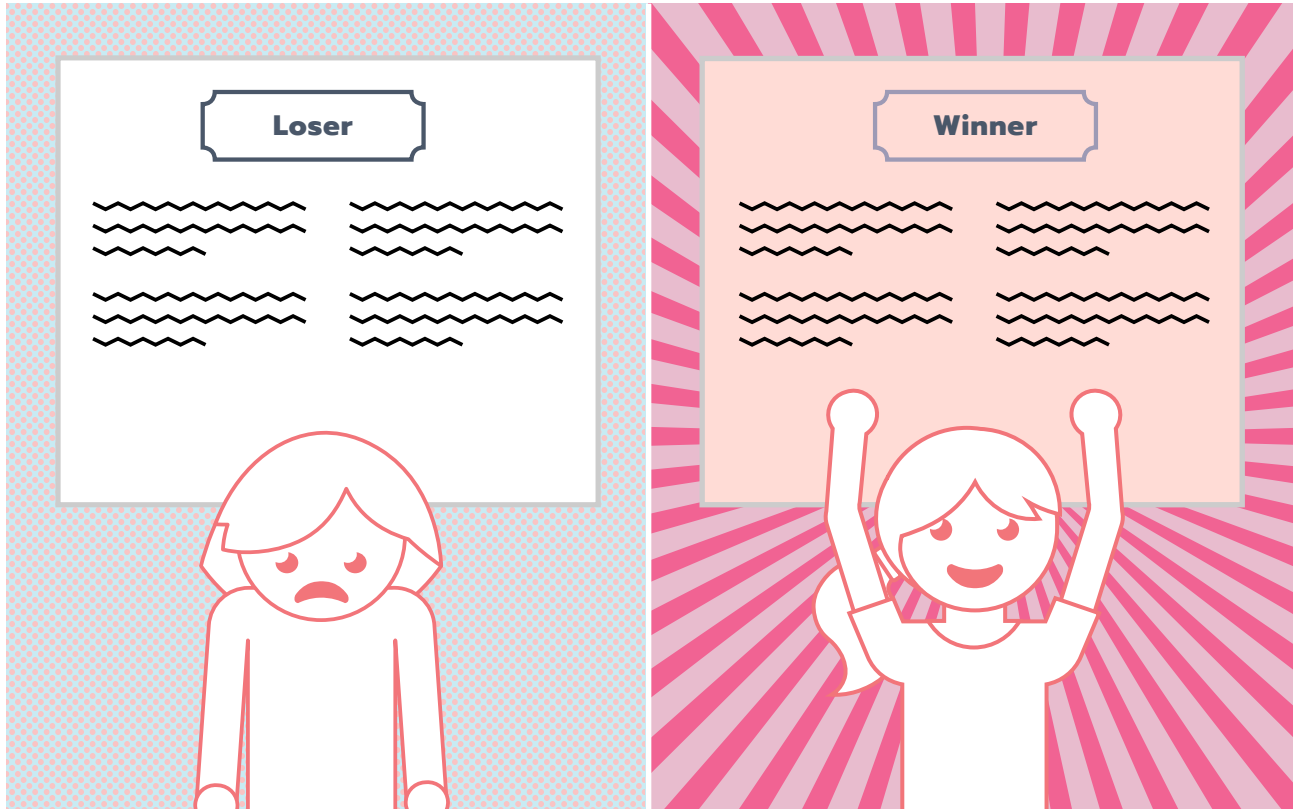
Sequence ①

Possible characteristics:

socio-economic background, profession, sex, ethnic group, leisure activities, clothing style, consumer habits

Sequence ②

Questions for the presentation

- *What does the caricature say?*

- *How did we describe winners and losers?*

- *What are the main characteristics of success?*

- *What are the main characteristics of failure?*

- *Which factors makes a man/a woman a winner or a loser?*

- *Do all people have the same chances, regardless of their social background?*

- *Winning is easy, losing is hard: how do we react, when we lose?*

- *ect.*

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TASK 6

WISHES FOR A BETTER WORLD IF I WERE A MAGICIAN

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Goal

The students are encouraged to create meaningful visions.
A person without utopian visions is confined to accepting the status quo. The students are given the chance to use their creativity.

🕐

Time needed

① 25 minutes
② 20 minutes

👥

Social settings

- Individual work
- Group work

▤

Preparation

Circle of chairs for the plenary discussion; Paper and marker pens

🧩

Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher asks the students to imagine themselves as a magician.
2. They say (or read a loud): "If I were a magician, I would arrange for men, women and children to never again have to live in poverty. For this to happen …" Each student completes the sentences.
3. In turn, the students read out their answers in a plenary session. It is best if the chairs are arranged in a circle for this.
4. Evaluation: the students discuss which desires and needs have been mentioned.

Sequence ②

We are not magicians. But as real people we also have power. The students deal with the question as to what can be done to make one of their wishes come true.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

What I wish and what I would do for a better world

Sequence ①

If I were a magician…

- *I will stop…*
- *I will close…*
- *I will forget…*
- *I will oppose…*
- *I will continue…*
- *I will create…*

Sequence ②

I, myself, with the power I have…

- *I will stop…*
- *I will close…*
- *I will forget…*
- *I will oppose…*
- *I will continue…*
- *I will create…*
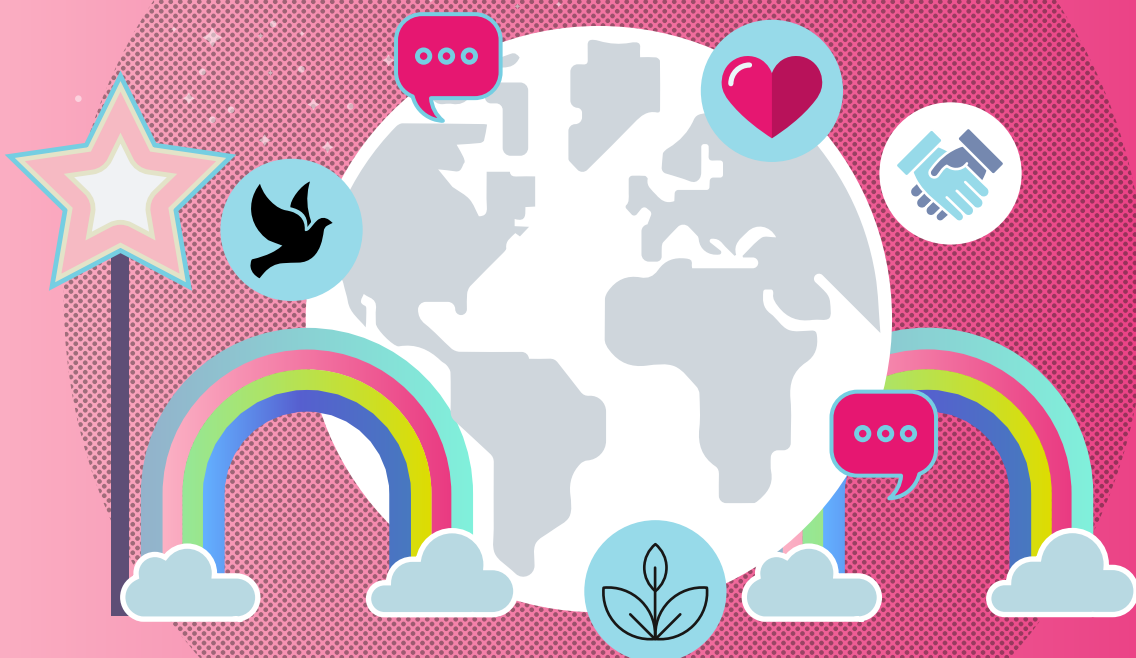
TASK 7
WIN – WIN:
GOOD FOR ALL

Goal

The students understand that personal values have a great impact on the way individuals deal with difficult situations. Everybody wants to win, but being part of a family, a class, a community calls for solutions that are good for all.

🕐

Time needed

① 35 minutes
② 10 minutes

👥

Social settings

• Individual work
• Group work
• Plenary discussion

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Preparation

Circle of chairs for the plenary discussion; Newspapers, magazines; Handouts printed for all students

🧩

Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher explains that there can be three different types of solutions to a conflict. Win-win: solutions which allow both sides to benefit; win-lose: solutions in which only one side benefits at the expense of the other and lose-lose: solutions in which neither side benefits. The teacher shows an illustration to aid understanding (see materials for students). This illustration is also ready for all the groups to work with later in the lesson.

2. The teacher describes a situation of conflict to which there is no particular solution, e.g.: some students want to use at the same time the playground for their sport.

3. The teacher gives the students the task in small groups of maximum 6 to draw the playground situation on a large piece of paper showing the different groups, their needs and their games.

4. The groups split up into three teams of at least two people. These teams now represent the three interest groups and write down what they want, how they will argue and how they feel about loosing out in a conflict.

5. They now take the "win–win" card and develop descriptions for all three options: win–win, win–lose, lose–lose.

Sequence ②

Plenary session: The teams present their three options.
A teacher-moderated discussion takes place, prompted by the following questions:

• Why is a compromise so difficult?
• Why do we in families, classes and neighbourhoods need more win–win situations?
• What could be the consequence for society, if the same groups always loses?

MATERIALS FOR THE STUDENTS
On blackboard/projector/worksheet

Sequence ①

"win – win" card

win – win

win – lose

lose – lose

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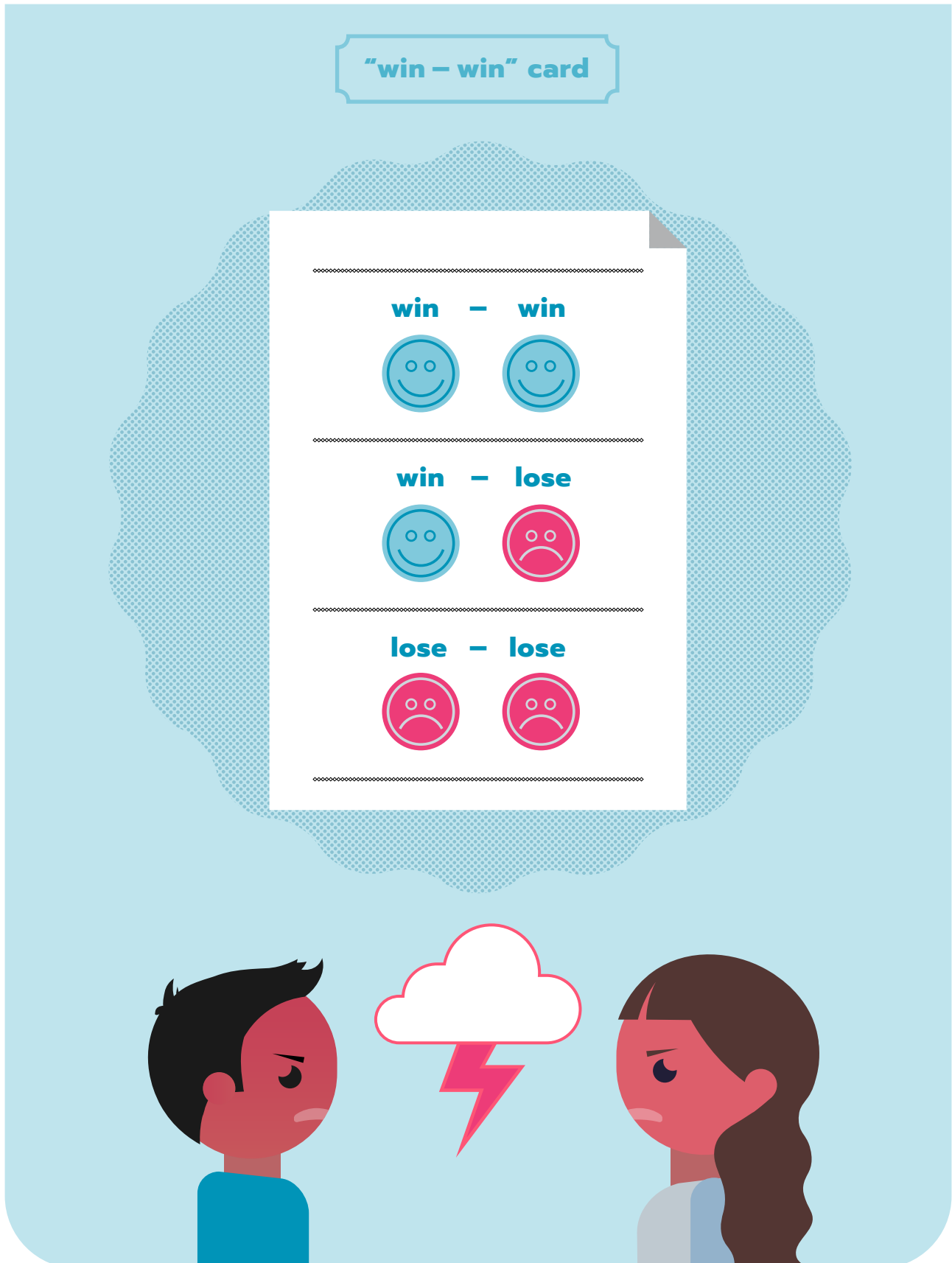
TASK 8
WANTS AND NEEDS

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Goal

The students understand the difference between things they desire and things they really need. They discover in this way, how the Human Rights and Children's Rights Conventions fits very closely with the "needs" for humans to live in dignity.

🕐

Time needed
① 25 minutes
② 20 minutes

👥

Social settings
• Individual work
• Group work
• Plenary discussion

▤

Preparation

Circle of chairs for the plenary discussion; Magazines; Scissors for each group; Approx. 4 -metre cord; 15 to 20 clothes pegs or safety pins

🧩

Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher asks the students, some days in advance, to take along magazines (old ones will do), or the teacher collects them himself/herself.
2. In groups of three to five the students are asked to cut out some 20 pictures of things or lifestyles they would like to have.
3. Each group arranges their pictures according to: pictures with objects/lifestyles that enable a life in luxury (wants) like "beauty products", "amazing cars", "fancy clothing" and pictures which illustrate a life in dignity (needs) like "healthy food", "friends and family", "protection from violence", "clean water", "education".
4. Now the teams attach the pictures with the pins on a string and sort them according to wants (left) and needs (right). The ones that are difficult to decide upon, are attached in the middle.

Sequence ②

1. The students assess each other's solutions, ask questions and make comments.
2. The teacher opens a discussion on the difference between things we really need and things we just want. It is important to avoid a moralistic discussion, because it is completely normal to have desires.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet
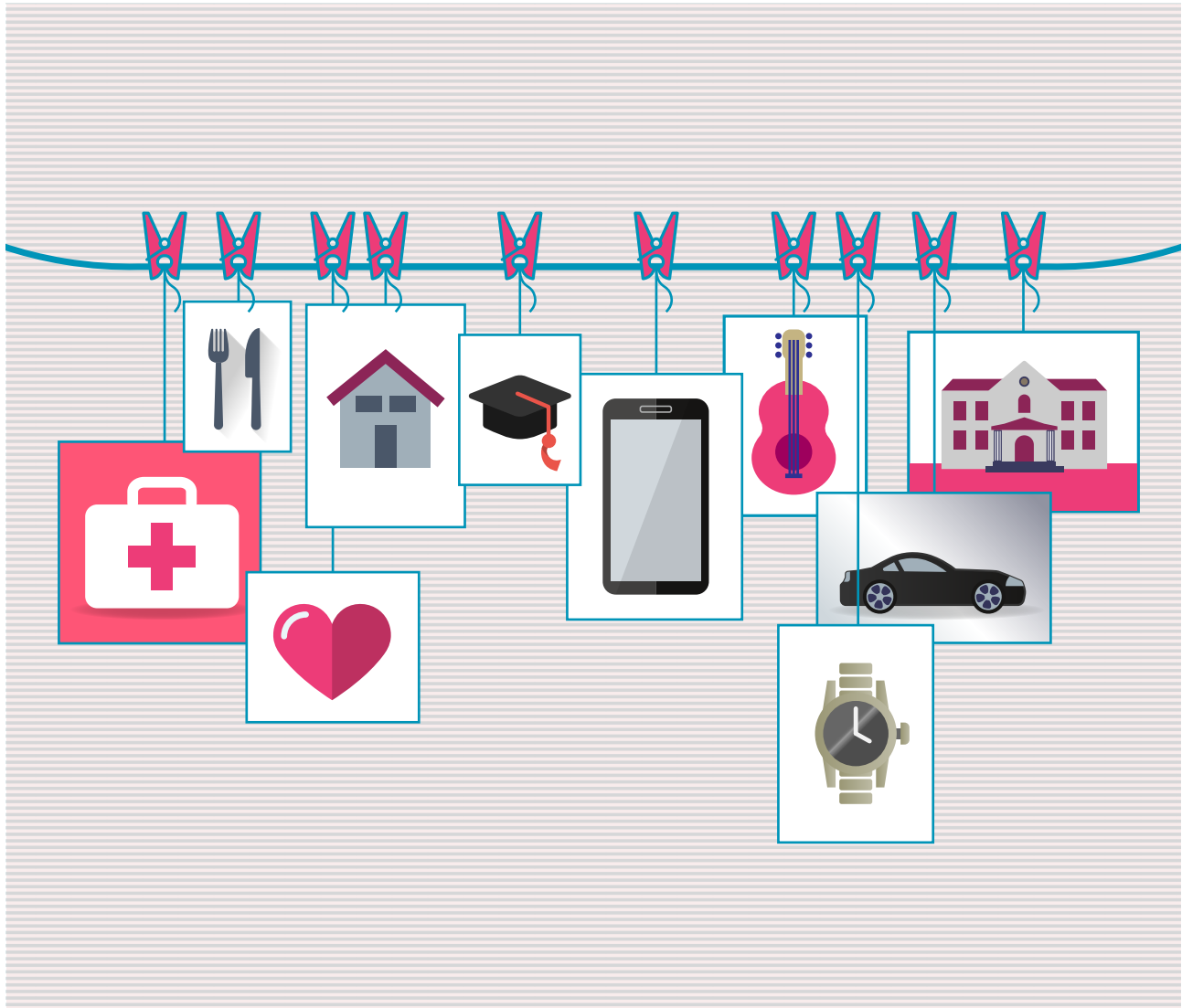
Sequence ①

Sequence ②

Exhibition and explanation

If time allows it (or in an additional lesson) the teacher distributes the Human Rights Convention (and/or the Children's Rights Convention). The students try to match their "needs" represented in their pictures with the different articles of the conventions. What is represented? What is missing? Can they find additional pictures so that as many rights as possible are represented? The students might already know the conventions from Citizenship Education or other subjects. This is very supportive and not just a repetition: Using the conventions in different circumstances gives a deeper impact.
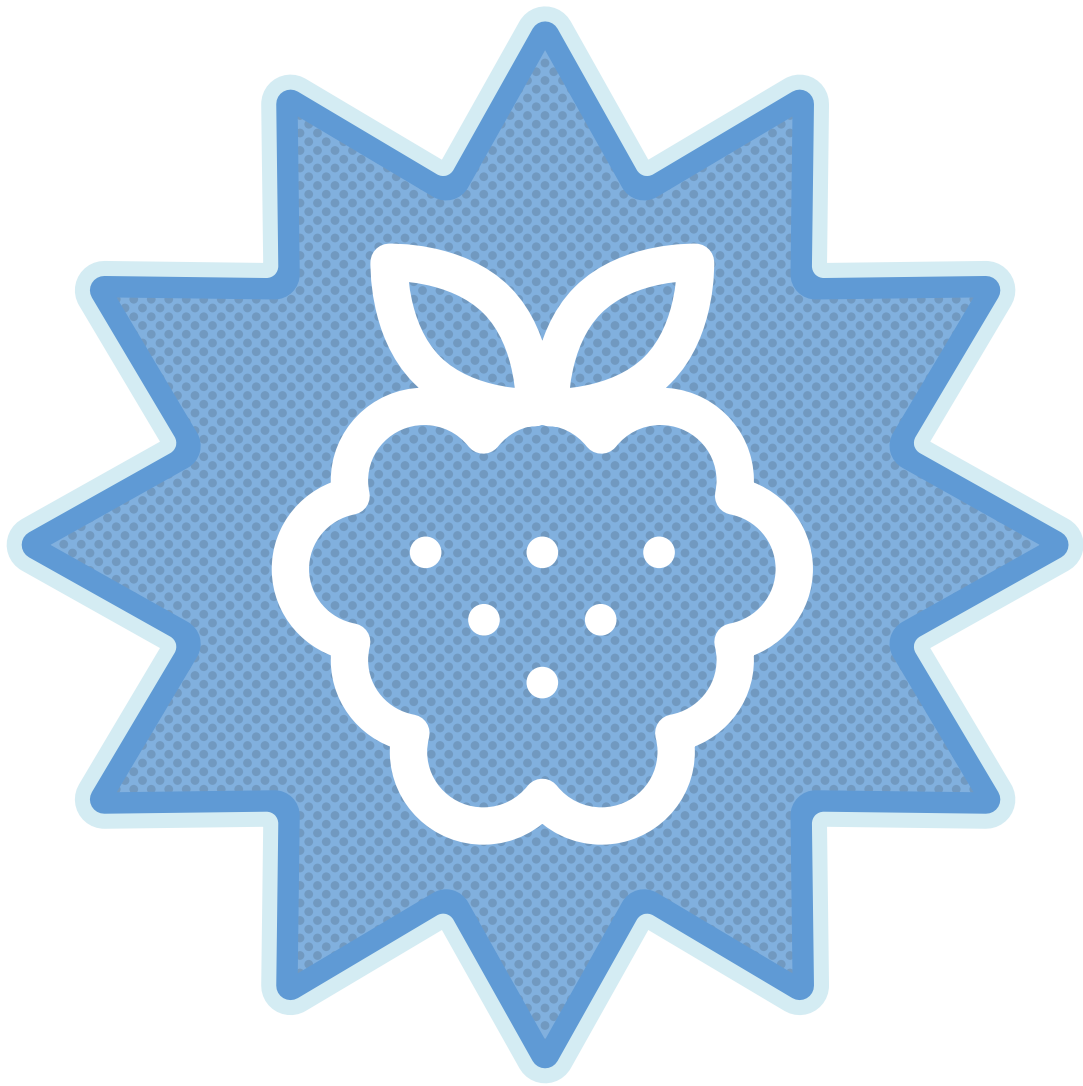
MODULE 3
HEALTHY LIFESTYLES

"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.

HOW TO PLAN OUR ENVIRONMENTAL PROJECT

Goal
The students understand interdependence in a community. They understand that every solution concerns all members in the community. If a decision is to be accepted, all members of a community must understand it and have the chance to participate in the decision-making process.

Time needed
① 45 minutes
② 45 minutes

Social settings
- Individual work
- Pair work
- Plenary discussion

Preparation
Circle of chairs for the plenary discussion; Students bring the draft of their environmental project to class; Role-play cards

Module 3
Healthy lifestyles

LESSON DESCRIPTION

Sequence ①
Many young people want to make a change for the environment worldwide. As a homework task, the students come up with ideas for (a realistic) environmental project. In class they agree on one (e.g. by giving points). The winning proposal must be ready in written form.

1. The students form pairs. Each pair receives a copy of the project proposal and one of the role cards. One pair of students presides over the debate to follow.
2. The pairs establish a list of all the benefits and problems relating to the project.
3. They do so from the point of view of the person whose role they are playing.
4. They make a common decision for or against the project (15 minutes).
5. In turn, each pair presents its position to the group and explains its reasons.
6. In a debate, each pair has to say what it would like to see carried out. A time limit should be set for each student and the whole debate.

Sequence ②
1. The students vote and decide whether the project will be implemented or not.
2. If yes, follow-up work starts:
   - Are there other groups whose opinions should be consulted?
   - To what extent was your opinion influenced by that of others?
   - Do the particular interests defended by one of the groups have an effect on the other groups?
   - Are there groups whose opinions and interests deserve more attention?
   - Does the solution which the majority has voted for represent the best solution for the whole of society and for the environment?

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Role-play cards

A small business owner	**An activist**
An employee with four children who lost his job because of the environmental project	**A wild animal**
A journalist	**A refuse collector**
A politician	The roles have to match the previously selected project. Some roles should always be there like people who might profit or lose, politicians, journalists…
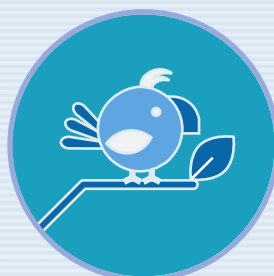
TASK 10

SMOKING IS DEADLY WHY IS IT COOL?

Goal

The students understand with the example of smoking how knowledge about health and risks do not always help us take the needed action. They discuss possibilities to resist and think about consequences for their position in the group and among peers.

Time needed
① 30 minutes
② 15 minutes

Social settings
- Pair work
- Plenary discussion

Preparation

List of reasons for smoking copied for all groups

Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher gives a short introduction to the facts about smoking: New figures show a global average of about 50 % of young men and 10 % of young women becoming smokers. Relatively few stop. There were about 100 million deaths from tobacco in the 20th century, most in developed countries. If current smoking patterns persist, tobacco will kill about 1 billion people in the 21st century, mostly in low- and middle-income countries.
2. This is well known by almost everybody. Why do so many people still smoke?
3. The teacher starts a class discussion by asking the question: "Why do the facts often have so little impact on the behaviour of people of all ages?"

Sequence ②

In the following discussion the students try to find very personal ways of saying "no" to smoking.
- What could help me to resist?
- What could be the consequences for my status in my social group or among peers?
- How could we start a good anti-smoking campaign using the "coolness-element" of smoking and playing with it?

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Young people start smoking because:

- *They're curious.*

- *Their friends are doing it (peer pressure).*

- *They think it's cool.*

- *Media and advertising makes smoking seem cool.*

- *They want to feel grown up.*

- *They've seen their older siblings trying it.*

- *Their parents or family members smoke.*

- *They want to lose weight.*

- *They're stressed.*

TASK 11
CLEAN WATER
CLEAN LIFE

Goal

The students appreciate that water is essential to life. They understand the consequences of not having clean water and recognise how water can be contaminated. They know specific actions that individuals, governments, and communities can take to help protect the water.

Time needed
① 20 minutes
② 25 minutes

Social settings
- Group work
- Plenary discussion

Preparation

Water from various locations

Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher prepares different glasses with water from the tap, from a river or lake, from a ditch, rainy water, etc.: Is there a visible difference in the water? Which glass would they prefer to drink from and why?
2. An additional class discussion or small group discussion can focus in on whether any of them have ever been in a situation where they didn't have access to clean water. What are some of the consequences of not having clean water?
3. A few students present the results of the group discussions.

Sequence ②

1. The teacher now gives the task of reviewing the water cycle. He stresses that there is no such thing as "new" water and that we are reliant on nature and ourselves to recycle the existing water. Where does the tap water come from? The students do some internet research on:
   - the natural water cycle
   - the water purification systems run by industries or communities

   The students have the task of illustrating on a poster the natural water cycle or the purification system with the necessary explanations.

Extracurricular extension

The water topic could be a good starting point for extracurricular projects.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Extracurricular activities

Task 1

The students develop a drinking water education campaign in small project teams (perhaps in the form of a video, poster, PowerPoint presentation, or brochure) highlighting the importance of drinking water to life, threats to drinking water, and what we can do to protect it. The results will be displayed in school and assessed through a competition.

Task 2

The students write a letter to a local representative, discussing a specific concern about water and suggest actions or request funding/attention/more research to address the problem.

Task 3

A team pretends that they are a national, state, county or school leader and present their plan to the class/to the school of what they are going to do to address water quality concerns.

TASK 12
MY EATING HABITS

Goal

The students understand that healthy nutrition is the key to a healthy future. They understand that they can influence their health my making good choices.

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 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher gives a short introduction and explains that eating habits in each family and group can be very different. An individual can eat completely different things on different days. To find out more about one's eating habits, a food diary can give some insights.
2. The teacher shows the students an example of a food diary on a flipchart, PowerPoint or blackboard.
3. Individually, the students fill in their own food diary for the duration of at least two days. They share their eating habits and ask each other questions.

Sequence ②

1. The students come back into the plenary and present their results.
2. The teacher draws a big empty chart on the blackboard. Two students collect the information from the others and fill in the chart. The whole class discusses the chart.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

What I typically eat in one day

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

- *What is surprising?*
- *What makes me proud?*
- *What do I want to change?*
- *What do I need to change?*
- *What would be different on a Sunday?*
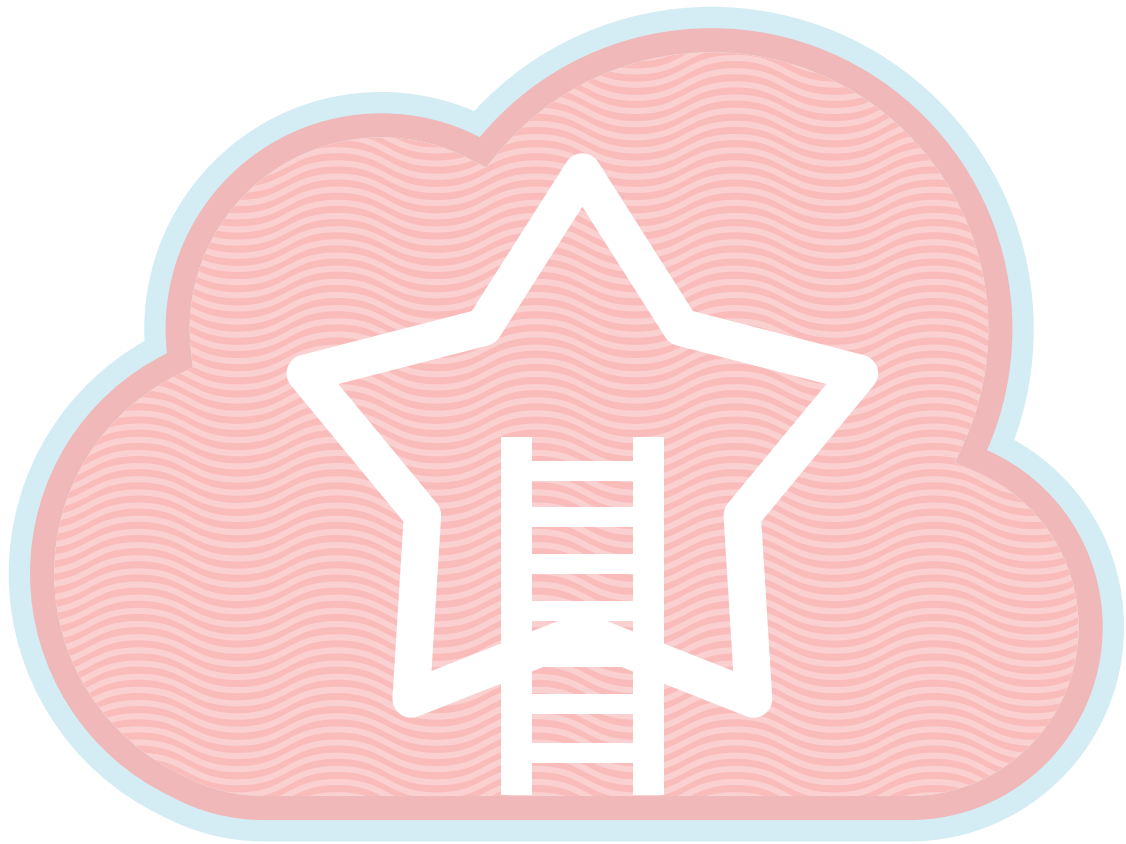
DESIGNING PERSONAL CAREERS AND DEVELOPING ENTREPRENEURIAL MINDSETS

"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
WHERE ARE THE JOBS?

Goal

The students conduct a survey about work possibilities in the neighbourhood of their homes and their school.

Time needed

① 60 minutes (homework)
② 45 minutes

Social settings

- Individual work
- Plenary discussion

Preparation

Circle of chairs for the plenary discussion; Large map of the neighbourhood of the school; Coloured dots or little flags

Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

The students do extensive research to find out what type of job opportunities exist in their neighbourhood.

1. The students take different paths from home to school.
2. They collect all the different workplaces they can find.
   - Little shops
   - Hotels
   - Companies
3. The teacher takes the school as an example for job opportunities. Together as a whole class, or in groups, the students figure out all the different professions that are needed to run a school.

Sequence ②

The teacher, together with the students, prepares an oversized map of the neighbourhood of the school (you can glue together flipchart paper).

1. The students fill in the results of their research in the list. Some might also make a PowerPoint presentation.
2. The students sit around the big map. Each work opportunity is marked on the map with coloured dots or little flags.
3. The proposals are collected on the blackboard or flipchart
4. The jobs are brought into an order of job categories:
   - Arts and entertainment
   - Small businesses
   - Industrial and manufacturing
   - Law enforcement and armed forces
   - Science and technology
   - Healthcare and medical services
   - Education
5. A discussion, moderated by the teacher, takes place:
   - What was surprising?
   - What type of work did we not expect?
   - What is missing?
   - Where can I learn which job?

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Job opportunities

Type of work/job	Name of company	Contact person Address	Different jobs
Hairdressing salon	*Perfect Hair*	*Ms. Silvia Phantasy* *88 Philosophy Road* *Tel: ....* *Email: ....*	• *Junior stylist* • *Senior stylist* • *Sales executive* • *Marketing manager* • *Accountant* • *Cleaning person*
Car company	*Car Paradise*	*.........* *.........* *.........*	• *Car mechanic* • *Sales executive* • *Accountant* • *Car washer* • *Driver*

Sequence ②

Map with jobs in the neighbourhood

Car Paradise

Perfect Hair

Fashion Star

School

My Bicycle

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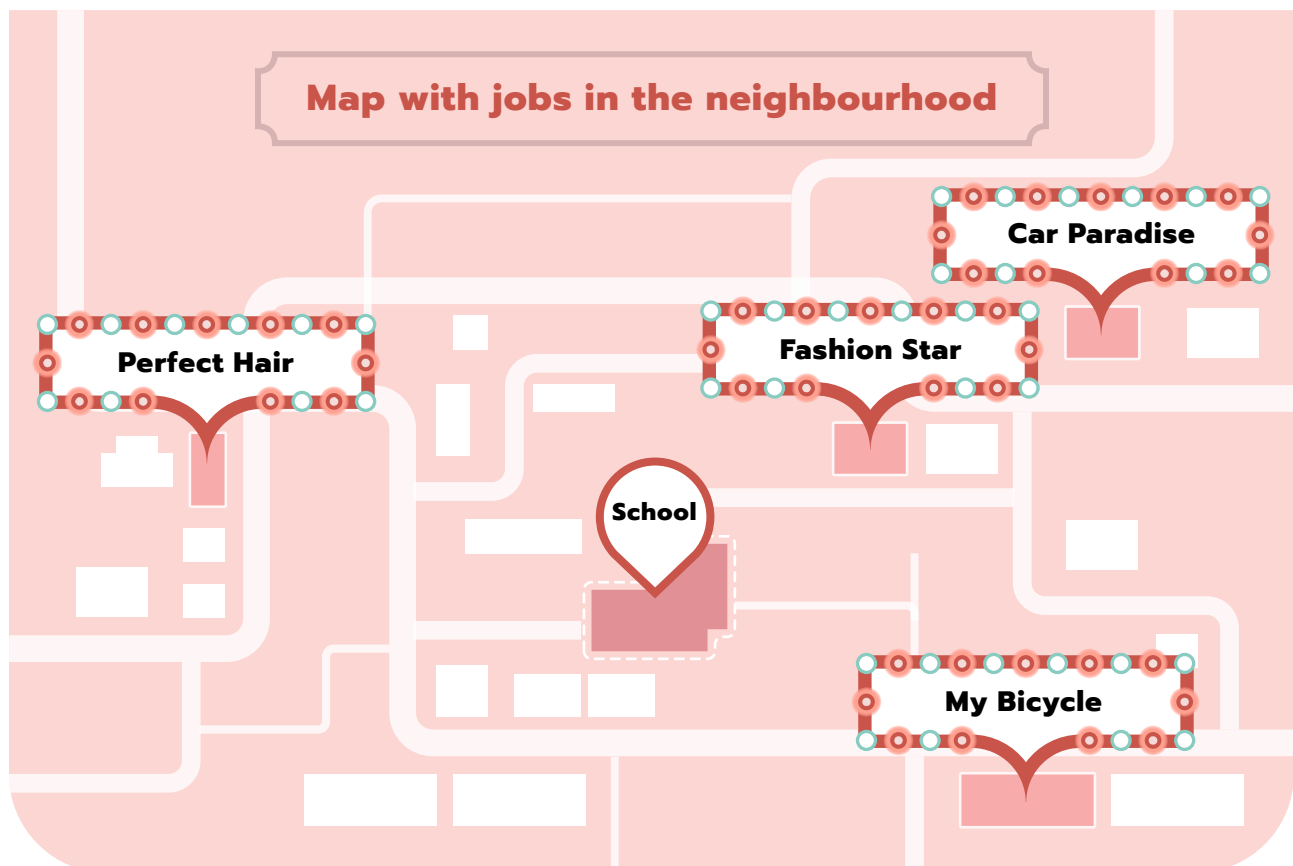
TASK 14

MY PROFESSIONAL CAREER PATH

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Goal

Identifying personal job activities. Distinguish between short-term (until summer break) and middle-term plan (during and after summer break).

Time needed

① 25 minutes
② 20 minutes

Social settings

- Individual work
- Plenary discussion

Preparation

Titles of activities for the professional career on the blackboard with space for students' contributions

Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. To begin, the teacher gives 2–3 examples of student activities to participate in the labour market before the summer break and 2–3 activities that the students can participate in during and after summer break.
2. In groups of four, the roles of moderator and speaker are assigned. The speaker presents a short summary (3 minutes) in sequence 2. All four group members collect as many ideas for job-activities:
   - Volunteer work: …
   - Doing odd jobs for a little money: …
   - Observing a professional for one day: …
   - Finding businesses that offer jobs for students: …
   - Identifying possibilities for training business competencies: …

   When and where is a curriculum vitae (CV) needed? Do you have a template? Job interview: How do I prepare? Do you know people who can support you in your career?

Sequence ②

1. In class, the groups present their results. The teacher notes the key words on the blackboard under the main categories (see above). The teacher adds information when needed.
2. The students, seeing the results on the blackboard, start producing two lists of possible paths and steps individually:
   - till summer break (short-term).
   - during and after the summer break (mid-term).

   For homework, the students expand both lists by asking teachers, parents and other people to support them in their career decisions.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Activities in the world of jobs

Sequence ②

Conclusions

After hearing and seeing what all the groups produced, the students individually draw their conclusions:

- *What interests me? What could I easily do?*

- *Where can I develop? What is the next step for that?*

- *What can I do on my own? Where do I need support? From whom?*

They sort their ideas in two lists:
- *What to do now to plan my professional career (short-term).*
- *What to do after summer break (mid-term).*
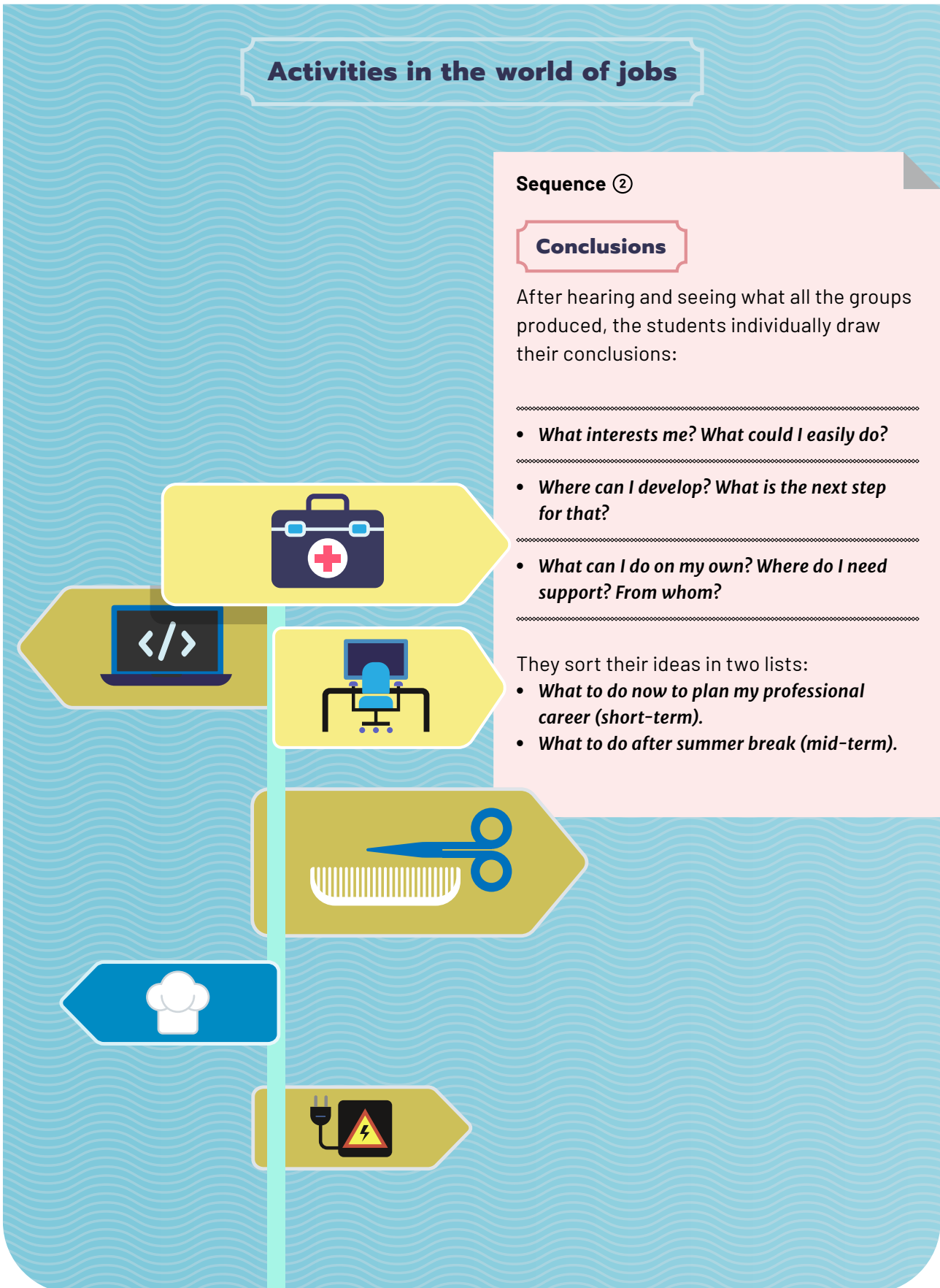
TASK 15
MY EDUCATIONAL CAREER PATH

Goal
Identifying personal activities and steps inside the school system. Distinguishing between short-term (this school year) and medium-term (next school year) activities.

Time needed
① 25 minutes
② 20 minutes

Social settings
• Group work

Preparation
Titles of activities for a professional career on the blackboard with space for the students' contributions

Module 4
Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①
1. The teacher emphasises that this task does not focus on getting a job. It is rather about the career development within the school system. He/she mentions possible action plans for students to enhance their competencies:
   • right now
   • until the next semester ends
   • after the start of the next semester
2. In groups of five the students collect as many ideas for their educational career.

Sequence ②
1. In class, the groups present their results. The teacher notes the key words on the blackboard under the main categories (see above). The teacher adds information where needed.
2. The students, seeing the results on the blackboard, start producing two lists of possible paths and steps individually: till summer (June) / after summer (September).
   For homework, they expand both lists by asking teachers, parents and other people who can support them in their career decisions.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Activities for the school career

Sequence ①

Collection

In groups, the students define as many concrete steps as possible to plan their educational careers. They show the steps and the measures in a presentation:

- *Learning once a week the subject… together with?*

- *Helping another student regularly in the subject…*

- *Participating or proposing a small school project*

- *Necessary grades/marks: In which subjects?*

- *Identification of schools/institutions in the neighborhood*

- *Identification of registration requirements*

- *Formalities like application procedure, etc.*

- *Entry exams*

- *List of people who can give support*

Sequence ②

Conclusions

After listening to all the groups, the students draw their conclusions:

- *What interests me? What could I easily do?*

- *Where can I develop? What is the next step for that?*

- *What can I do on my own? Where do I need support, from whom?*

They sort their ideas in two lists:
- *What to do right now for my educational career (short-term)*
- *What to do after summer break (mid-term).*

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TASK 16
PRESENTING MY CAREER PROJECT

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Goal

Students learn to prepare a short presentation about the next steps in their career, in school as well as in the world of jobs, with a short-term and mid-term plan.

Time needed

① 45 minutes
② 45 minutes

Social settings

- Individual work
- Group work
- Plenary discussion

Preparation

On blackboard/projector requirements for the design of a poster

Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher explains what the first lesson is about: Preparing a presentation and getting feedback from one colleague.
The mini-poster for presentation …
   - contains both career paths: the world of jobs (professional) and in school (educational)
   - includes short and mid-term activities
   - uses symbols, sketches and photos to illustrate the ideas
   - uses no more than six keywords
   - lasts three minutes maximum
2. The students work individually on their mini-poster
3. In groups of two, they present each other their first sketch, and give/receive feedback.
4. For homework, they finish the mini-poster and test whether the presentation only lasts three minutes.

Sequence ②

1. The students make their presentations in small groups of four or five. The others give feedback with the method "Two good points, one to improve".
2. The teacher invites 2 – 3 students to present to the whole class, the whole class gives feedback with the same method.

MATERIALS FOR THE STUDENTS
On blackboard/projector/worksheet

Sequence ①

Preparing a poster at home
The students collect elements for their mini-poster, e.g. on small slips of paper, so they can arrange and rearrange them. They must keep in mind that symbols and pictures are as important as words: they complement each other. It's important for the teacher to remind the students of their homework. Otherwise the subsequent tasks will not be possible.

Sequence ②

Giving a presentation and getting feedback
The students are encouraged to make their best effort while presenting. Are the others interested in what they are saying? Is everybody ready and trained to give quality feedback?
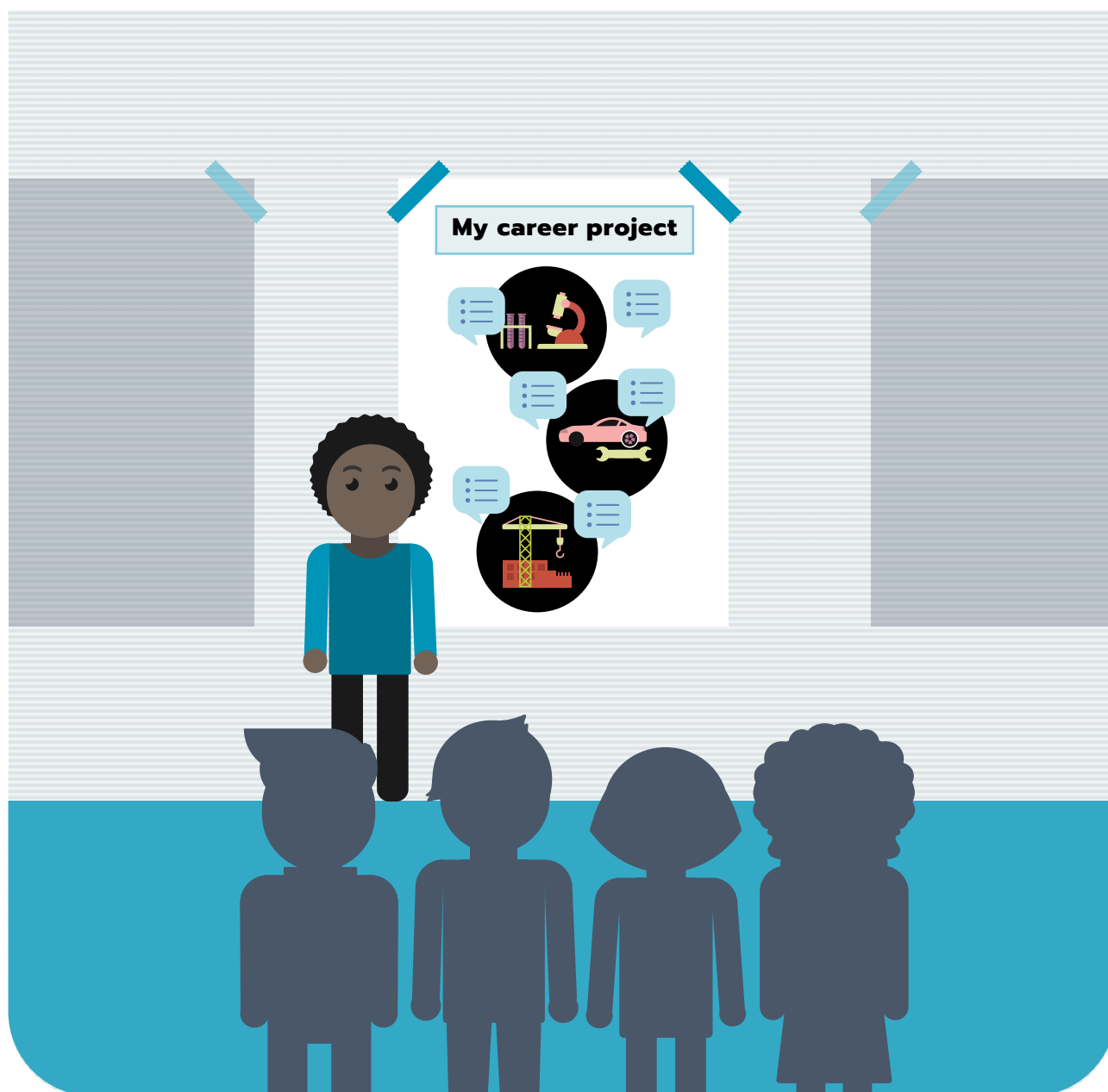
MODULE 5
PERSONAL SAFETY

"Personal safety" equips students with the attitudes and behaviours necessary to ensure their own safety and the safety of others.

OBEY THE LAW – A DILEMMA

Goal

Students explore the nature of people's legal responsibilities. They explore the distinction between moral and legal obligations as part of their way of dealing with risky situations.

Time needed

① 10 minutes
② 35 minutes

Social settings

- Individual work
- Pair work
- Plenary discussion

Preparation

Circle of chairs for the plenary discussion; The story "Mr. John's Dilemma" is ready to be presented

Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the story of Mr. John and asks students to work in pairs to consider whether Mr. John should break the law or not. Two titles are written on the blackboard:
   - "Mr. John should steal the money because …"
   - "Mr. John should not steal the money because …"
2. The teacher notes the reasons, e.g.:
   - "he should steal because saving a life takes precedence over the law"
   - "he should not steal because he could get caught"
3. The different reasons are discussed in class.

Sequence ②

1. The teacher points out that people have a range of reasons for obeying the law: self-interest, concern for other people, concern for the well-being of the society.
   To illustrate these concepts, the teacher draws a series of three concentric circles on the board, marked with "self", "others" and "society", starting from the inner circle.
2. The teacher stresses that obedience to the law is not necessarily a sign of a "good citizen". Many wrong deeds have been committed by people who were obeying the law, saying they were only "doing their duty". Sometimes even the righteous have to break the law because of their moral convictions.
3. The students write their own dilemma situations (e.g. breaking the speed limit in an emergency) and read their examples in the plenary. The teacher then underlines the distinction between moral responsibilities and legal duties.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Story:

Mr. John's Dilemma

Mr. John's only daughter is very ill. She needs an operation urgently but the only doctors in the area who can do it need money before they will treat anyone. Mr. John doesn't know what to do. He and his wife have some savings which they were hoping would help them buy a small shop. They will gladly give all this to save their daughter, but it is not nearly enough.

Mr. John begs the doctors to do the operation for less, but they say they cannot do this, as it would be unfair on everyone else who has to pay full price. He asks his family and friends to lend him some money, but this raises only a little more. And all the time John's daughter is growing weaker and weaker.

In desperation, Mr. John considers stealing the rest of the money to save his daughter's life.

"Mr. John should steal the money because…"

"Mr. John should not steal the money because…"
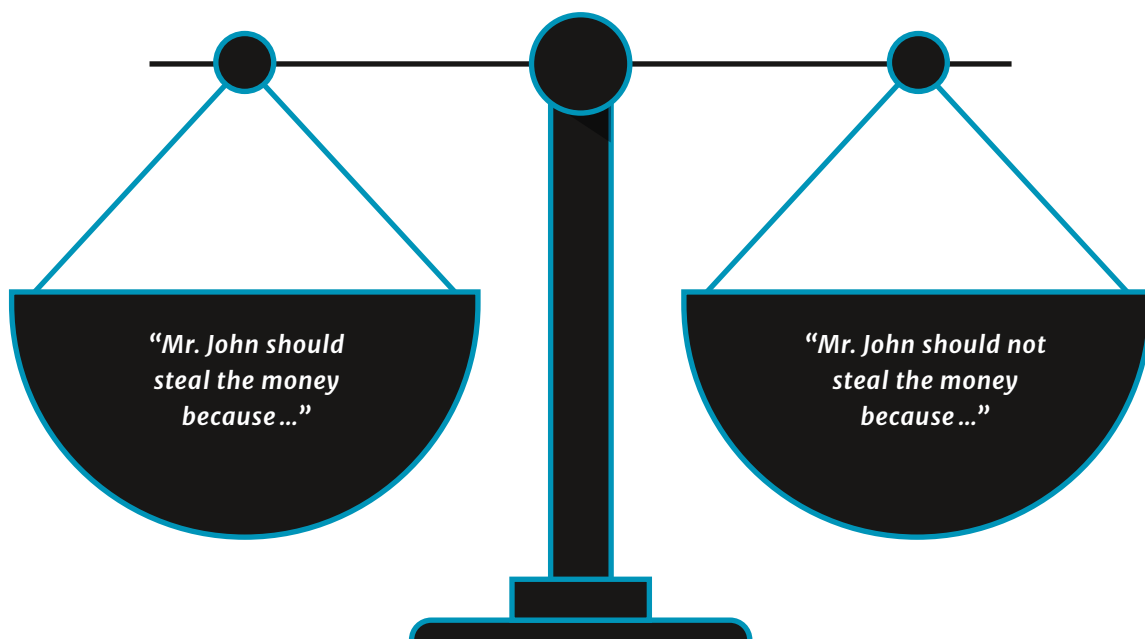
TASK 18
CYBER SECURITY

Goal

Students increase their knowledge about the Internet, computers and mobile phones. They learn to protect themselves against Internet crime.

Time needed

① 20 minutes
② 25 minutes
some additional hours, homework or art lessons

Social settings

• Group work
• Plenary discussion

Preparation

Handout with basic safety information; Materials for the poster

Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces a little but important project for the class: The goal is to write attractive and relevant Internet safety posters for the school. This could be one poster to be copied for all, or several individual posters for different classrooms, the hallway and the staff room.
2. The teacher gives the students a first set of basic information that can be refined and completed by the students through individual research online.

Sequence ②

The students go through the basic information given by the teacher. They then do some additional web research and create their visual and informative poster on Internet safety.
The students might invite representatives from other classes, or online specialists to assess their results. It could even be a competition with a first prize.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Students conduct online research on Internet laws. To start with here some basic rules.
They should be adapted and completed if necessary.

Basic safety information

Don't open the door to a stranger
*At home: Never open your door to strangers.
On the Internet: Tell a parent or adult if someone
you don't know tries to talk to you online.*

Websites
*Websites should be approved by parents or
teachers.*

Chat rooms
*Have adults approve someone before you talk
with them on the Internet. Do not go into
chat rooms without your parent's or teacher's
knowledge. Never arrange a face-to-face
meeting with someone you meet online.*

Emails
*Do not open emails and the attachments
from strangers. Do not give out an email address
(unless approved).*

Giving out information
*Do not give out personal Information (name,
address, telephone, birthdate, photo, parent's
name, school, etc.)*

Passwords
*Your personal password is your own identity,
so keep it secret and only share it with a parent or
guardian.*

CHAT ROOM
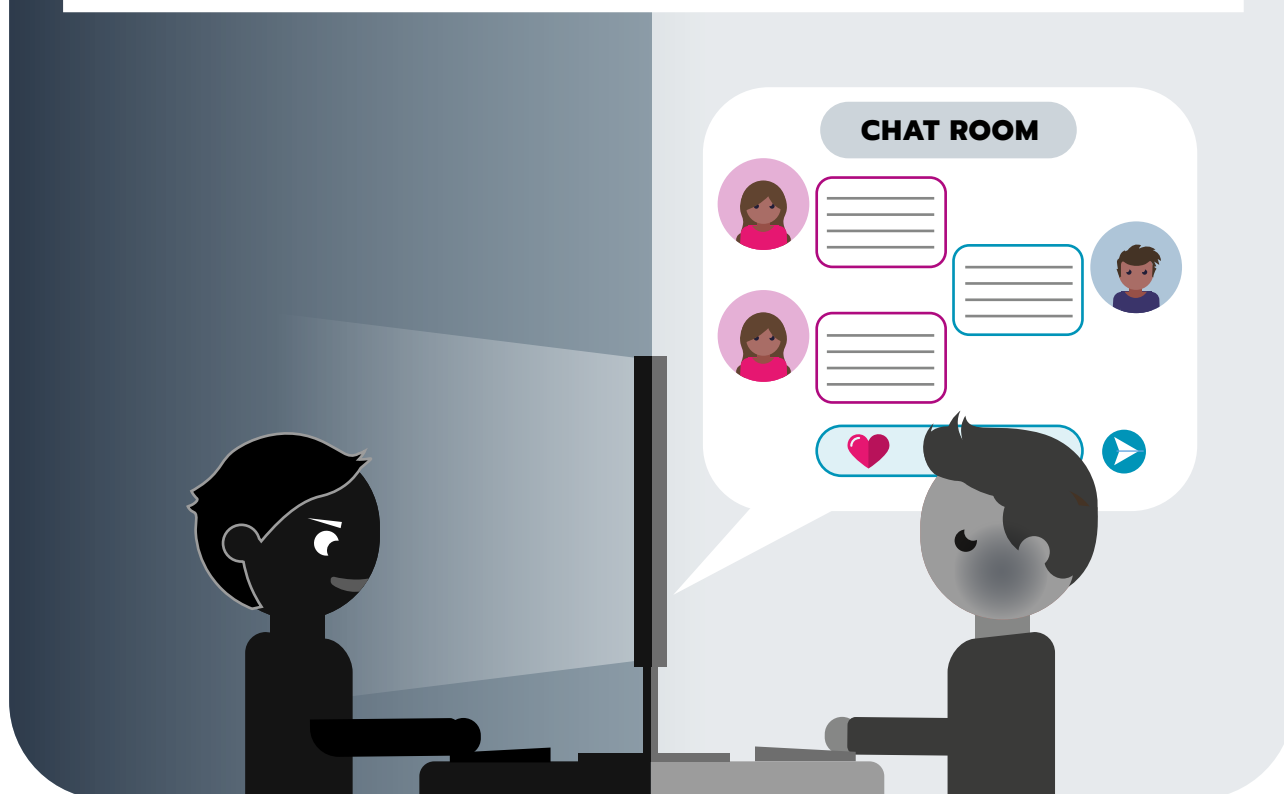
TASK 19
BULLYING — A NASTY WAY TO DESTROY SOMEONE

Goal
Students understand when various behaviours constitute physical, verbal or social bullying, or if they are actually bullying someone.

Time needed
45 minutes

Social settings
• Plenary discussion

Preparation
Circle of chairs for the plenary discussion; Bullying handout; Titles of the four types on bullying, each on one paper

Module 5
Personal safety

LESSON DESCRIPTION

1. The students sit in a big circle. The middle of the room is divided by two strings that cross each other and divide the space into four parts. The teacher gives an introduction to the topic by using the title of the lesson: Bullying – a terrible way to destroy someone. The teachers ask the students about their observations and respective experience.
2. The teacher then asks the question about what bullying really is, and then puts the four titles for types of bullying into the four fields on the floor.
3. Now the teacher puts all the different descriptions randomly in the middle of the circle. The students pick up one after the other, decide in which category it belongs and give reasons for their decision.
4. Now the teacher distributes the handout and asks for corrections if needed.
5. In a final discussion the teacher proposes to the students to form a "task force" against bullying.

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Bullying

Type of bullying	Descriptions
Physical bullying	• *regularly hitting or punching someone* • *tripping or shoving someone whenever they go past* • *stealing/demanding someone's belongings* • *threatening online to hurt someone in person* • *damaging or breaking someone's property, uniform, school things* • *standing over someone to make them afraid they will be hurt; intimidating someone*
Verbal bullying	• *continually picking on someone and trying to make them feel bad* • *saying or doing lots of mean things to upset someone* • *sending nasty messages to someone online* • *making fun of how someone looks or what they wear* • *sending inappropriate images to someone online* • *teasing someone for not being good at sport* • *teasing someone for being good at school, maths, etc.* • *calling someone names*
Social bullying	• *making fun of someone to other people, like "here comes the weirdo again"* • *trying to stop someone from joining in with a group* • *trying to make others not like someone* • *saying mean or humiliating things about someone* • *spreading rumours or lies about someone* • *tagging inappropriate or unflattering images online* • *acting as though someone is not there or ignoring them* • *constantly teasing someone for not being like a "typical" girl or boy, e.g. teasing a girl for being good at sport or a boy for being gentle with others*
Not bullying	• *fighting about who gets to sit where at school* • *not liking someone who is in your group* • *being angry at someone who has taken your things* • *not sharing your belongings with someone* • *saying you disagree with someone's comment online* • *being rude to someone one time, but then you realise that's not okay* • *joking with someone that they always forget their belongings*

TASK 20

MY BIKE. MY HELMET. MY LIFE.

Goal

The students understand the importance of wearing a helmet while riding a bicycle. Thus, students learn the concept of advertising.

Time needed
① 45 minutes
② Homework

Social settings
- Individual work
- Group work
- Plenary discussion

Preparation
Materials for the production of a poster, video or radio broadcast

Module 5
Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher introduces the three golden rules of bicycle safety: be responsible, be predictable, be visible. The students are informed that helmet use has been estimated to reduce brain injury risk by 80 percent.
2. The class discusses why people, although they have learned that a helmet can save their lives, do not wear it. The students first collect their own ideas (think), then complete and discuss with a classmate (pair) and then bring their ideas into the plenary (share). The teacher (or a student) takes notes on slips of paper. The class tries to group the answers on the floor. Are there categories visible?
3. The teacher introduces the idea of creating motivational advertisements for wearing a helmet.
4. Examples of advertisements are presented. Students consider how effective these advertisements are.

Sequence ②

Students work in teams and create an advertisement that promotes helmet wearing. There are different products possible: a radio ad, a poster, a leaflet, a video.
The teacher also discusses the possibility of presenting the adverts at school, in front of the parents, or for a wider public. Maybe an insurance company is interested and will donate prizes?

MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ②

Producing an advertisement

In teams the students develop their plan, prepare a time schedule and realise the product as a task at home. Will there be a competition? Or a presentation? Who will be the audience? These products should be made public, because it's important: it's about preventing brain damage and injuries. Materials needed: Advertisements from magazines, newspapers, Internet. Paint, markers, coloured papers, cell phones with cameras, etc.

This could be your head...

Don't be stupid. Protect your life!