



A TEACHER'S GUIDE IN
PERSONAL
DEVELOPMENT
FOR GRADE 8



This publication was developed within the Swiss projects of the Department for International Projects in Education of the Zurich University of Teacher Education, who coordinated production, design and editing of all materials.

Parts of this newly developed manual have been inspired by teaching materials of international projects of the department IPE of the Zurich University of Teacher Education (JOBS, FACE, CORE, Living Democracy). They can be found under ipe-textbooks.phzh.ch.

The publication was financed by the Lottery Fund of the Canton of Zurich, Switzerland.



Authors
Corinna Borer
Peter Holzwarth
Martin Keller
Wiltrud Weidinger
Graphic Design
Nadine Hugi
Proofreading
Alexandra Smith

Published in 2020
Zurich University of Teacher Education
International Projects in Education (IPE)

phzh.ch/ipe
ipe-textbooks.phzh.ch

©
All rights reserved. No part of this publication may be translated, reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission in writing from the Lottery fund of the Canton Zurich – Department for Finances, who is the sole owner of the publication. This applies worldwide.

A TEACHER’S GUIDE IN PERSONAL DEVELOPMENT FOR GRADE 8

General pedagogical introduction	2
What are life skills in Personal Development?	2
Personal development skills as an integral part of school and life	2
How are the different skills organised?	4
How should I teach the modules?	5
What is my role as a teacher?	5
How is this manual structured?	6
Which additional materials can I use?	6
Where do the students record their work?	6
How are students assessed?	7
How do I evaluate my own teaching?	7
How are parents integrated into the subject Personal Development?	7
Literature	8

A Teacher’s Guide to Personal Development for Grade 8	9
Module 1 – The art of self-knowledge and the knowledge of others	15
Module 2 – Ensuring quality of life	25
Module 3 – Healthy lifestyle	35
Module 4 – Designing personal careers and developing entrepreneurial mindsets	45
Module 5 – Personal safety	55

GENERAL PEDAGOGICAL INTRODUCTION

“A Teacher’s Guide to Classes in Personal Development for Grade 8” 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:

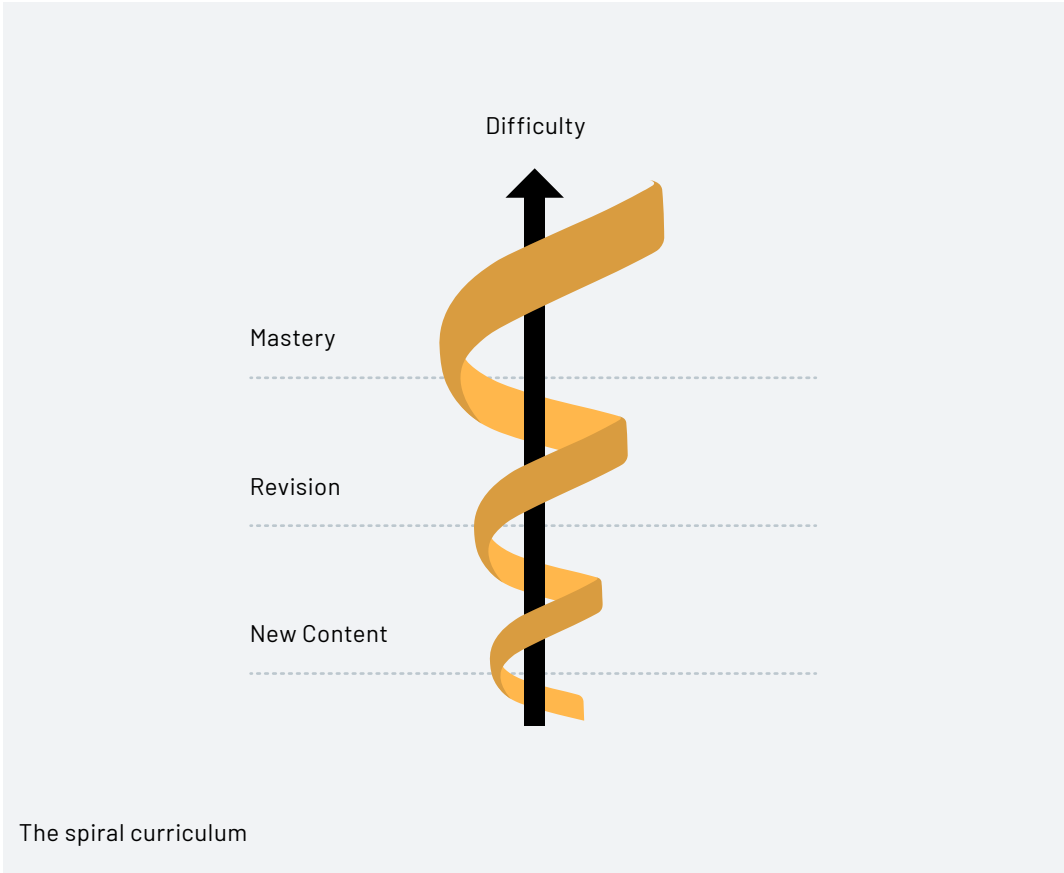
- **Cognitive skills** such as problem-solving skills, creative thinking skills, critical thinking skills and meta-cognitive skills;
- **Social skills** such as communication and co-operation skills, interpersonal relationship skills and empathy;
- **Self-awareness skills** such as self-responsibility, 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 trained without focussing on social and self-awareness skills, emotion-regulating skills can never be trained without also taking in 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 state 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

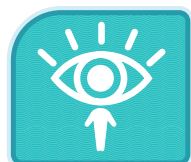
lasting until the end of compulsory education. During the course of the students’ school lives, personal development skills are taught through a spiral curriculum: they are repeated in each school year, but each time at a more complex level.



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 life-long 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:



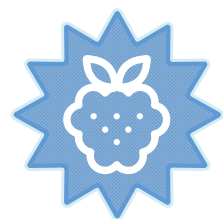
Module 1

"The art of self-knowledge and the knowledge of others" that emphasizes 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", with an emphasis on integrity, efficient resource management, responsibility for sustainable development, good self-management, etc.



Module 3

"Healthy lifestyle" that guides students on issues related to physical and emotional health, healthy food, counteracting vice: drugs, alcohol, smoking, gender influences, etc.



Module 4

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



Module 5

"Personal safety" that equips students with a behavior-oriented attitude to ensure their own security and the security 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 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. The self-reflection of learning processes and the reflection together with others is an important part of personal development and can be found in 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 built up 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-to-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?

In this programme, the materials needed for each task is listed. This might include paper, pens, coloured 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. It is indicated where this is the case. Please note that this personal development series is only one type of resource that can be used. Teachers can also get 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 hand-outs they receive from the teacher. All papers are collated in a folder. A "make your own" folder can be produced in the 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. All sketches, notes, essays etc. are recorded in these books. They are personal journals. In exercise books, things cannot get lost. 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 focussing 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 (e.g. about their biographies, about rules, about the past etc.). We recommend introducing Personal Development classes at 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 8

This manual for Grade 8 consists of 20 tasks that are divided into four tasks per module. The modules focus on the following goals and competencies:

Module 1:
The art of self-knowledge and knowledge of others
Specific competency: to express 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:

- recognizing personal resources and boundaries, manifesting an openness to learning from experience,
- assertiveness in school, family and community interactions,
- modelling styles of expressing emotions and feelings according to needs,
- choosing the best conflict resolution strategy in various life situations.

The topics covered in Grade 8 relate to personal resources, boundaries and openness (tasks 1 and 3), assertive expression (tasks 2 and 4), modelling styles of expressions (tasks 2 and 3) and choosing conflict resolution strategies (tasks 2 and 4).

Module 2:
Ensuring quality of life
Specific competency: to demonstrate 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,
- assessing the consequences of autonomous action in relation to compliance with norms and values.

The topics covered here relate to personal strategies to manage one’s own learning (task 5), analysing advertisements and their implication for real or fake information (task 6), reflecting on courage and fair behaviour (task 7) and finding possibilities for restoring and conserving personal energy (task 8).

Module 3:
Healthy lifestyles

Specific competency: to autonomously engage 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,
- assuming a responsible attitude towards self-preservation, expressing a state of well-being.

The topics covered in Grade 8 are related to gender and identity questions (task 9), the importance of taking care of one’s health and body (task 10), monitoring one’s own health status and knowing one’s limits (task 11) as well as knowing when to seek help in order to keep one’s own well-being (task 12).

Module 4:
Designing personal careers and developing entrepreneurial mindsets

Specific competency: 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:

- matching career planning with individual potential and labour market outlook,
- making the most of the opportunities offered by the school and the local labour market, to launch personal initiatives and entrepreneurial activities,
- designing an educational and vocational route based on attitudes and values.

The topics covered in Grade 8 relate closely to the opportunities offered by the local labour market (task 13, 14), to career planning in schools as well as in professions (task 14, 15, 16), and the correlation between individual potential/initiative and local opportunities (task 14, 15, 16).

Module 5:
Personal safety

Specific competency: to actively promote 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,
- transforming personal behaviour into the structure of security roles, demonstrating respect for normative provisions.

The topics covered in Grade 8 include reflecting on the influence of the media on one’s emotions (task 17), on the function and analysis of product placement and its influence on one’s opinions (task 18), dealing critically with advertising (task 19) and questions about sexual abuse (task 20).

MODULE 1

The art of self-knowledge and the knowledge of others **15**

Task 1 Failure! Failure? **16**

Task 2 Learning to be assertive **18**

Task 3 Different situations – different actions and feelings **20**

Task 4 Five strategies to solve a conflict **22**

MODULE 2

Ensuring quality of life **25**

Task 5 I know how to plan and organise myself **26**

Task 6 Real or fake? **28**

Task 7 Should I or shouldn’t I? The right decision. **30**

Task 8 What gives me strength? What holds me back? **32**

MODULE 3

Healthy lifestyle **35**

Task 9 Men and Women – who am I? **36**

Task 10 What does my body need? **38**

Task 11 My heartbeat – my limits **40**

Task 12 You’re strong when you accept help! **42**

MODULE 4

Designing personal careers and developing entrepreneurial mindsets **45**

Task 13 What is work like? **46**

Task 14 Schools and professions – old or new? **48**

Task 15 Volunteering and practical work – why? **50**

Task 16 Writing a good CV **52**

MODULE 5

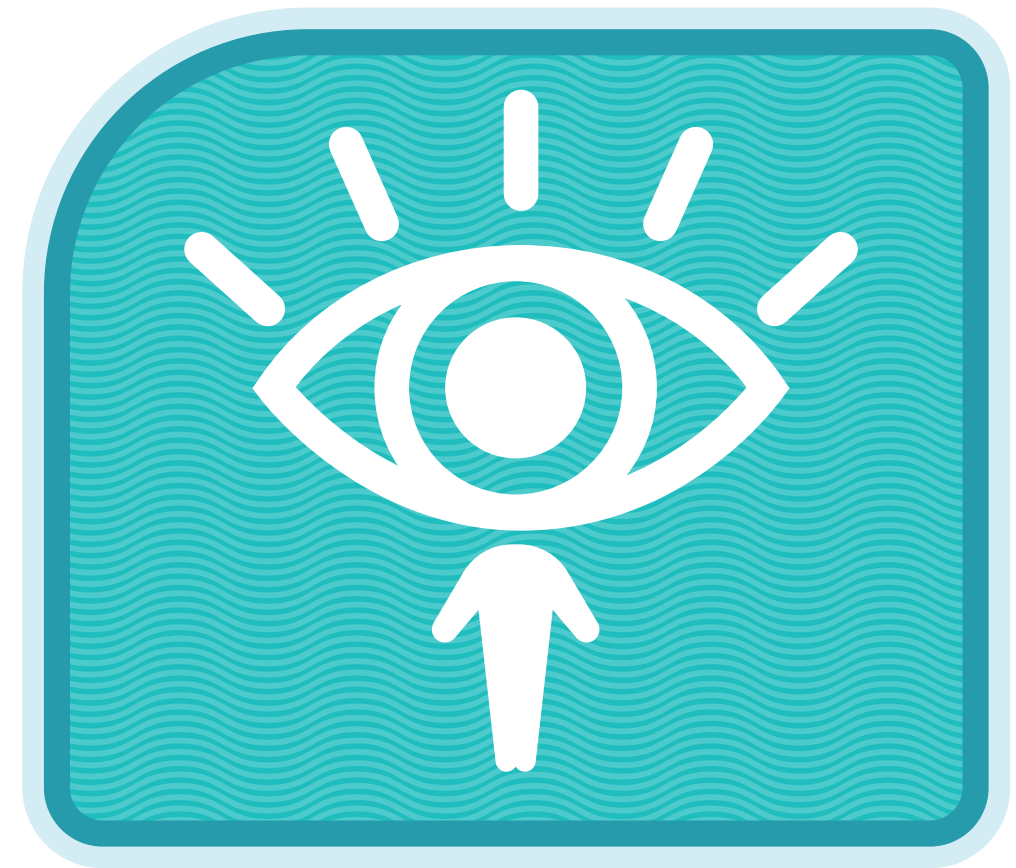
Personal safety **55**

Task 17 My media, my emotions **56**

Task 18 Getting to know different advertising strategies **58**

Task 19 Dealing with advertising critically and creatively **60**

Task 20 Sexual abuse **62**

**MODULE 1****SELF-KNOWLEDGE AND
KNOWLEDGE OF OTHERS**

The art of self-knowledge and the knowledge of others that emphasizes 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

FAILURE! FAILURE?

Goal

The students recognize failure as part of life and analyse the different possible causes for it. They learn to find ways to cope with it, emotionally as well as with preventive actions.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work



Preparation

Circle of chairs for the plenary discussion



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Failure and disappointment happen to everybody. "Learn from your mistakes", is easily said, but not easily done. Respect for the emotions involved, analytical reflection and creativity are necessary for improvement.

Sequence ①

1. The teacher introduces the topic "failure" by naming typical situations in which students or adults fail. He/she encourages the students to think of a personal failure they want to share with their colleagues.
2. Sharing stories about failure is not easy but can be very enriching. The students will be able to do that. And they start to look for reasons why failure happens. The teacher emphasizes that there is always more than just one reason involved.
3. The teacher moderates a discussion with a double focus: Understanding why something bad happened and whether it could have been prevented or not. For homework the students ask adults about one or two failures they experienced. They collect their answers and bring them back to school.

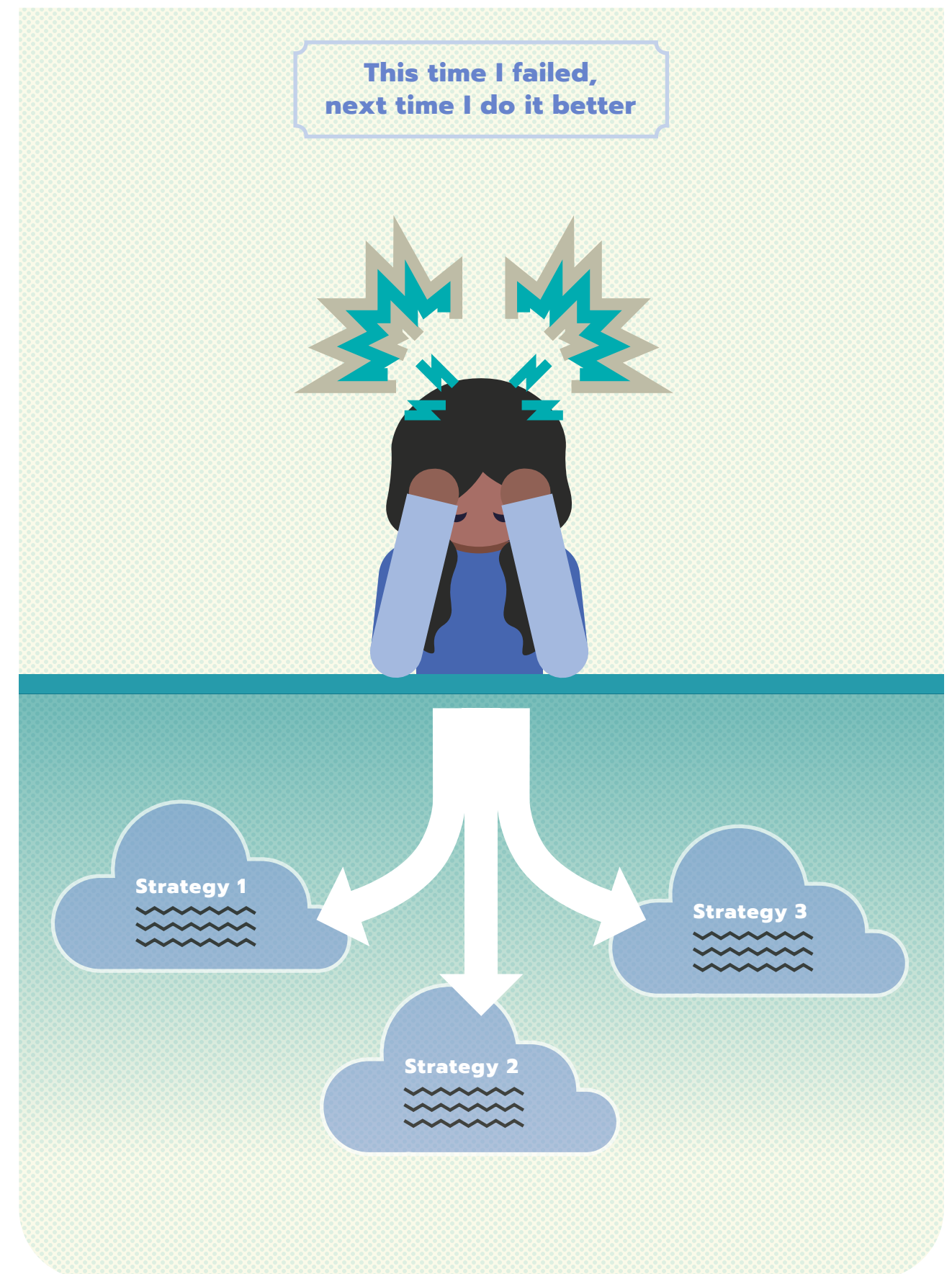
Sequence ②

1. To share the experiences of adults, bigger groups are needed, but should not exceed five.
2. The groups take a closer look at all the possible reasons for failure and collect them on a sheet of paper. The teacher helps if needed. They connect them with the things that were told before.
3. Based on all the reasons for failure, the groups have to generate a list of practical advice which aims to prevent future failure and/or gives strategies of how to cope with failure.
4. The lists are pinned to the wall. Take time to read the work of other groups and to give some short feedback.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





TASK 2
LEARNING TO BE ASSERTIVE

Goal

The students are able to differentiate between three forms of communication. They know the main characteristics of assertive behaviour and can apply them to various situations.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

The illustration "Three forms of communication" is ready to be shown; The "Seven characteristics" (keywords only) on blackboard or projector



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

Sequence ①

1. The class sits in a circle. The teacher describes the 3 different forms of communication and asks the students to give their own examples. While "passive" and "aggressive" are terms that may be known to the students, the teacher focuses on the characteristic "assertive", and asks the students to match various examples to the three characteristics (aggressive, passive, assertive).
2. The students form groups of four. Each group is assigned a situation:
 - "You are invited at your friend's house, but you want to stay home."
 - "During break another student insults you."
 - "Your best friend offers you an alcoholic drink."
 - "After school two students give you nasty nicknames."
 - "Your friends steal chocolate. They want you to steal too."
3. Each group invents three mini-role-plays: One passive, one aggressive, one assertive. Each one last one minute.
4. 15 minutes before the end of the lesson, two groups, each one with a different situation, get together. They present their roleplays to each other and receive and give feedback.
5. As a homework, each student collects typical sentences for assertive communication, from everyday conversation, radio, TV, or advertisements.

Sequence ②

1. The students return to the groups from sequence 1, step 2 and present each other their findings. They use the characteristics of assertive communication to assess different examples. They decide which are the three best examples.
1. Sitting in a circle, each group presents their sentences. The teacher moderates the discussion and helps to assess the qualities: "very fitting", "not so fitting", ...
2. The students return to their small groups with the task: "Is it possible to say an assertive sentence in a way that it sounds more passive or aggressive?" They experiment with tone of voice, emphasis, volume, gestures, etc.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ① and ②

The 3 forms of communication

passive assertive aggressive

Characteristics of assertive behaviour

- **Equal** You treat others as equals, you always respect your own feelings, thoughts and wishes as well as those of others.
- **Open** You openly and honestly express wishes, thoughts and feelings, and encourage others to do likewise.
- **Calm** You get your point across without upsetting others or becoming upset yourself.
- **Active listening** You listen well to the views of others and try to understand, whether you agree with those viewpoints or not.
- **Responsible** You accept your responsibilities, and you are also able to delegate responsibilities to others.
- **Grateful** You express appreciation for what others have done or are doing.
- **Mistake-friendly** You are able to admit to mistakes and ask for apologies.



TASK 3
DIFFERENT SITUATIONS
DIFFERENT ACTIONS AND FEELINGS

Goal
The students can describe how different situations can alter the way they express themselves. They try to express their feelings without words.

Time needed
① 15 minutes
② 30 minutes

Social settings
• Group work
• Plenary discussion

Preparation
Circle of chairs with no tables

Module 1
Self-knowledge and knowledge of others

- LESSON DESCRIPTION**
- Sequence ①**
1. The teacher invites the class to act out two situations. The “actors” are chosen by chance or self-nomination (max. half of the class). They go to a corner of the classroom. The others, the “observers”, are sitting in a big circle, with free space inside and one entrance for the actors. This setting is called a “fishbowl”.
 2. The experiment is called “Two ways to enter a circle”. The first time, ask the actors to go to the center of the circle as if they were getting into an elevator and going up to the 5th floor. After a quick “What was that like?” from the observers (2 min. max), the teacher asks the actors to enter the circle again. This time they act as if they were joining a reunion where they see people they haven’t seen for a long time. The result will be stunning: In the elevator situation, the actors are reserved. In the reunion scene, there is eye contact, handshakes and hugs.
- Sequence ②**
1. The students form groups of 4 to 5. They spend the first few minutes thinking of two situations where people act differently. They practice the two situations. They use no words, but concentrate on movements, gestures and facial expressions. They rehearse the silent scenes several times.
 2. Ten minutes before the lesson ends, three groups are chosen to play their scenes. The class and the teacher give feedback.



MATERIALS FOR THE STUDENTS
On blackboard/projector/worksheet

Sequence ①





TASK 4

FIVE STRATEGIES TO SOLVE A CONFLICT

Goal

The students understand how strategies work, and what their strengths and weaknesses are. They are able to use more than one strategy in everyday conflicts.



Time needed

- ① 25 minutes
- ② 20 minutes



Social settings

- Pair work
- Group work
- Plenary discussion



Preparation

Number and name of each strategy written with thick pen on a slip of paper; Sticky tape



Module 1

Self-knowledge and knowledge of others

LESSON DESCRIPTION

There are five strategies that people normally use to resolve conflicts. Although everyone has a favourite strategy, most of us use all methods, depending on the situation.

Sequence ①

1. The teacher explains the topic and shows the names of the 5 strategies. Each one is displayed in a separate place in the classroom. The teacher mentions that each strategy has pros and cons.
2. The teacher asks the students to stand next to the strategy they think they know best. Some strategies will attract a lot of students, others fewer, that is okay. If someone is standing alone, he/she chooses another group to join. They discuss in the groups concrete examples where they used this strategy.
3. The group turns to the strengths and weaknesses of their strategy. What are the main advantages of this strategy? And what are the disadvantages?

Sequence ②

1. Now it's time to get to know another strategy better. Each student raises his/her hand and shows the number of his/her strategy and chooses a student who shows the same number that he/she is interested in. The teacher coaches where necessary. When all are in pairs, they choose a place to sit together.
2. The students explain "their" strategy, give examples, and try to convince the listener of their advantages, without hiding the drawbacks.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



**MODULE 2****ENSURING QUALITY OF LIFE**

Ensuring quality of life with an emphasis on integrity, efficient resource management, responsibility for sustainable development, good self-management, etc.



TASK 5
I KNOW HOW TO PLAN AND ORGANISE MYSELF

Goal

The students plan and reflect on their own learning and development. They individually develop a checklist.



Time needed
45 minutes



Social settings

- Individual work
- Pair work



Preparation
List of all the questions and hints either on blackboard or on a handout



Module 2
Ensuring quality of life

LESSON DESCRIPTION

1. The teacher supports the students in creating a personal illustrated checklist.
2. The list (see material for students) can be adapted.
3. When the students have finished, they find a partner and compare their answers. They talk about their different styles of learning.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



Checklist “I organise myself”

I set the following goals:

I will tackle these tasks today: ...

I have difficulties with: ...

This is my plan: What will I do first? What will I do after that? Where will I learn? When will I have a break? When will I finish my work?

I will talk my plan over with: ...

I will be satisfied if I succeed in the following: ...

To ensure that I can work undisturbed, I will take the following measures: ...

To improve my learning, I will ask the following students for support: ...

When I am tired, I will pick up new energy by ...



I reflect on the following topics:

What did I learn first?

What were the next steps?

When did I have a break?

How long did I learn by myself?

How long did I learn together with another student or in a group?

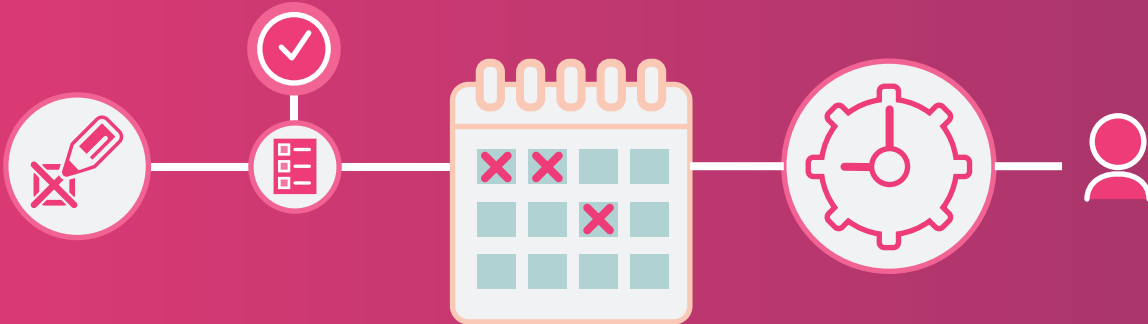
Did I follow my plan?

Could I concentrate on my work without being disturbed?

Did I learn happily?

Was I sure I would succeed?

Did I get interested in a subject and thus enjoyed it?





TASK 6
REAL OR FAKE?

Goal

The students identify opportunities and resources for information and learning. They differentiate in the area of advertising between real and false needs, product quality and rational costs.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Examples of advertisements out of magazines, newspapers or the Internet



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher writes the word "information" on the board. He/she tells the students to think about where they get information from and how it contributes to their learning. Whenever a student has an idea, he/she stands up and writes the idea on the board. The teacher and the class look at the notes and exchange thoughts.
2. A discussion starts: "How can advertising contribute to our learning? What is true in adverts, what is false? What is the purpose of adverts? How can we differentiate between real information and fake information?"
3. Each student chooses two advertisements from the ones the teacher brought to class. One should include useful information, the other should contain false information.
4. The students cut out the adverts, glue them on paper and write down the reasons for sorting them in the two categories.
5. The students exchange their sheets explain their thoughts with a partner. Afterwards, the sheets are displayed in the classroom.

Sequence ②

1. The teacher writes three polarities on the board: "real need – false need", "high quality – low quality", "high price – low price".
2. In pairs the students choose one product from an advert and discuss:
 - "Do I need this product or not?"
 - "What is special about this product?"
 - "Is the price justified?"
 - "What do I use this product for? How long does it last?"
3. The pairs present their findings in the plenary.
4. The teacher asks the students what they would do if they found 1 million euros? The students should apply the three polarities (see material for students) to their decisions.
5. Each student writes an essay about this topic. They finish their essay at home and bring it to the next lesson.



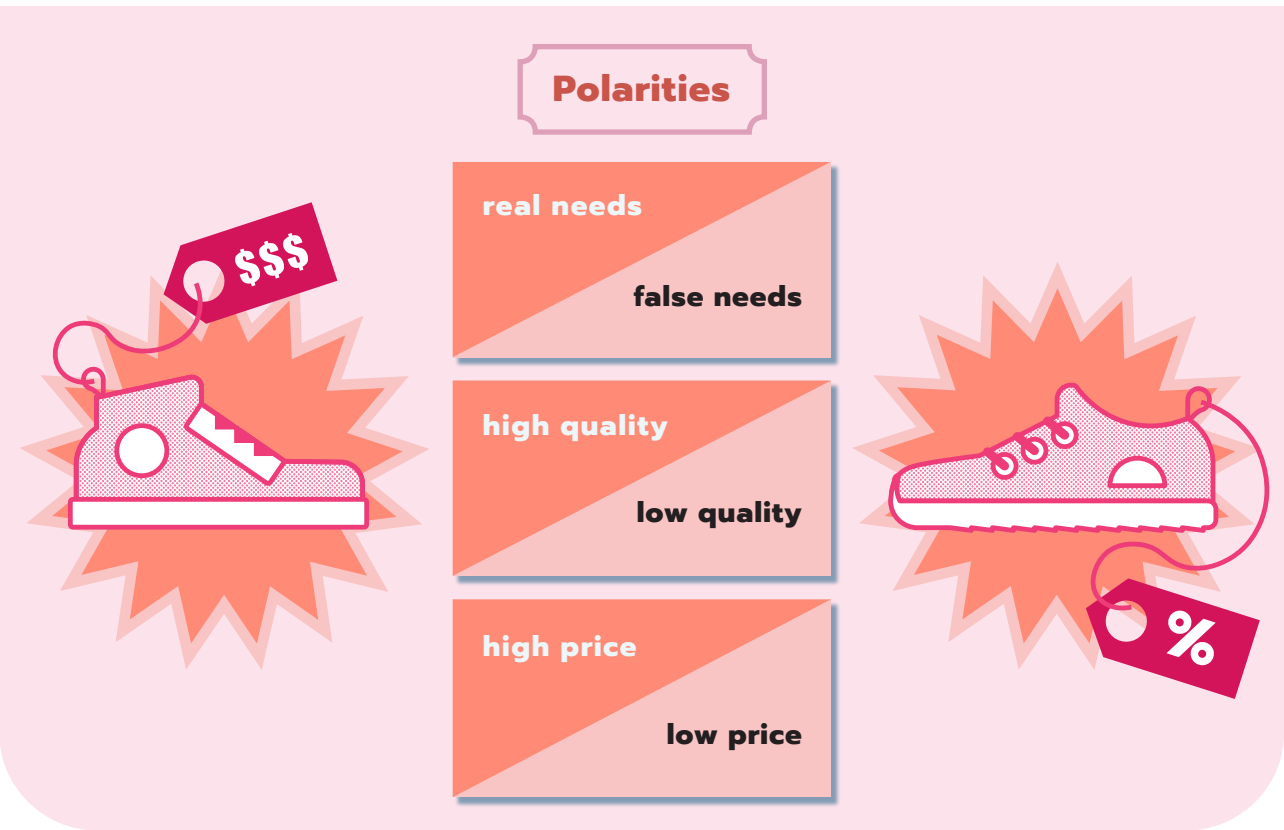
MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



Sequence ②





TASK 7
SHOULD I OR SHOULDN'T I?
THE RIGHT DECISION.

Goal

Students understand what fair behaviour means. They can differentiate between situations where courage is needed and where it is counterproductive.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary



Preparation

Circle of chairs for the plenary discussion; Pictures of superheroes from magazines or Internet; Four big posters for the “graffiti method”



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher shows pictures of “superheroes” (e.g. superman or spider woman). He/she asks the students about heroes or heroines they know.
2. The teacher points to four big, empty posters. On each poster the beginning of a sentence is written:
 - A hero/a heroine for me is somebody who ...
 - A hero/a heroine is needed in situations like ...
 - In daily life heroes/heroines do things like ...
 - Trying to be a hero/a heroine can be risky because ...
3. The posters are displayed on four tables. Each student completes a sentence on one poster. After that the students switch to the next poster. All students work on all posters. Together they reflect on the content of the posters.
4. For homework the students do a survey about heros with family members from different generations. They bring the survey into the next lesson.

Sequence ②

1. The teacher asks the students to exchange the results of their surveys in pairs.
2. In the plenary teacher and students discuss why other generations have other heroes/heroines.
3. The teacher asks the students whether they have ever been heroes/heroines? He/she asks them to think about the word “courage”.
4. The students consider: A – When they need courage. B – When it isn’t wise to show courage. They evaluate themselves and fill in the table. They also give reasons why.
5. In a final plenary discussion, some results of the tables are presented and discussed.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ②

Am I a courageous person?

True	False	
<input type="checkbox"/>	<input type="checkbox"/>	<i>I stand up for what is right even if I stand alone.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>I don't give in to negative peer pressure.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>Fear of failure does not prevent me from trying things.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>I am not afraid to express myself just because some people might disapprove.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>I work to solve problems without violence.</i>
<input type="checkbox"/>	<input type="checkbox"/>	<i>I never intentionally ridicule, embarrass, or hurt others.</i>

I think I am a courageous person because...

I think I am not a courageous person because...

When is courage appropriate

<i>Situations where I need courage</i>	<i>Situations where courage is risky and wrong</i>

<i>Reasons</i>	<i>Reasons</i>



TASK 8
WHAT GIVES ME STRENGTH?
WHAT HOLDS ME BACK?

Goal

The students assess their different sources of energy. They understand that they can gain energy and self-fulfilment in certain situations.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

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



Module 2

Ensuring quality of life

LESSON DESCRIPTION

Sequence ①

1. The teacher writes the terms “Energy giver” and “Energy taker” on the board. He/she encourages the students to think about what gives them energy and what makes them lose energy. Individually, they write down their ideas in a two-column table.
2. In a circle the different factors are discussed. It is very important that the teacher does not push individual students to answer but encourages voluntary participation.
3. In the course of the discussion the teacher writes down suggestions of “energy-givers” on small slips of paper and places them in the inside of the circle. These could be: artistic activities, sports, relaxation, volunteer work, etc.
4. The students go back to their desks and think about what “energy givers” they want to know more about. They note three ideas.

Sequence ②

1. The teacher asks the students to design their own small project on energy-saving strategies.
2. The students choose their strategy. They decide whether they want to work alone, in pairs or small groups. The teacher collects the students’ ideas and writes down who wants to focus on what with whom.
3. The students work on their chosen topic. They can collect information (internet, books etc.), exchange ideas, or engage in an activity, e.g. painting.
4. The teacher and students decide together how much time they need for this. They plan a day to present their experiences or show their products.



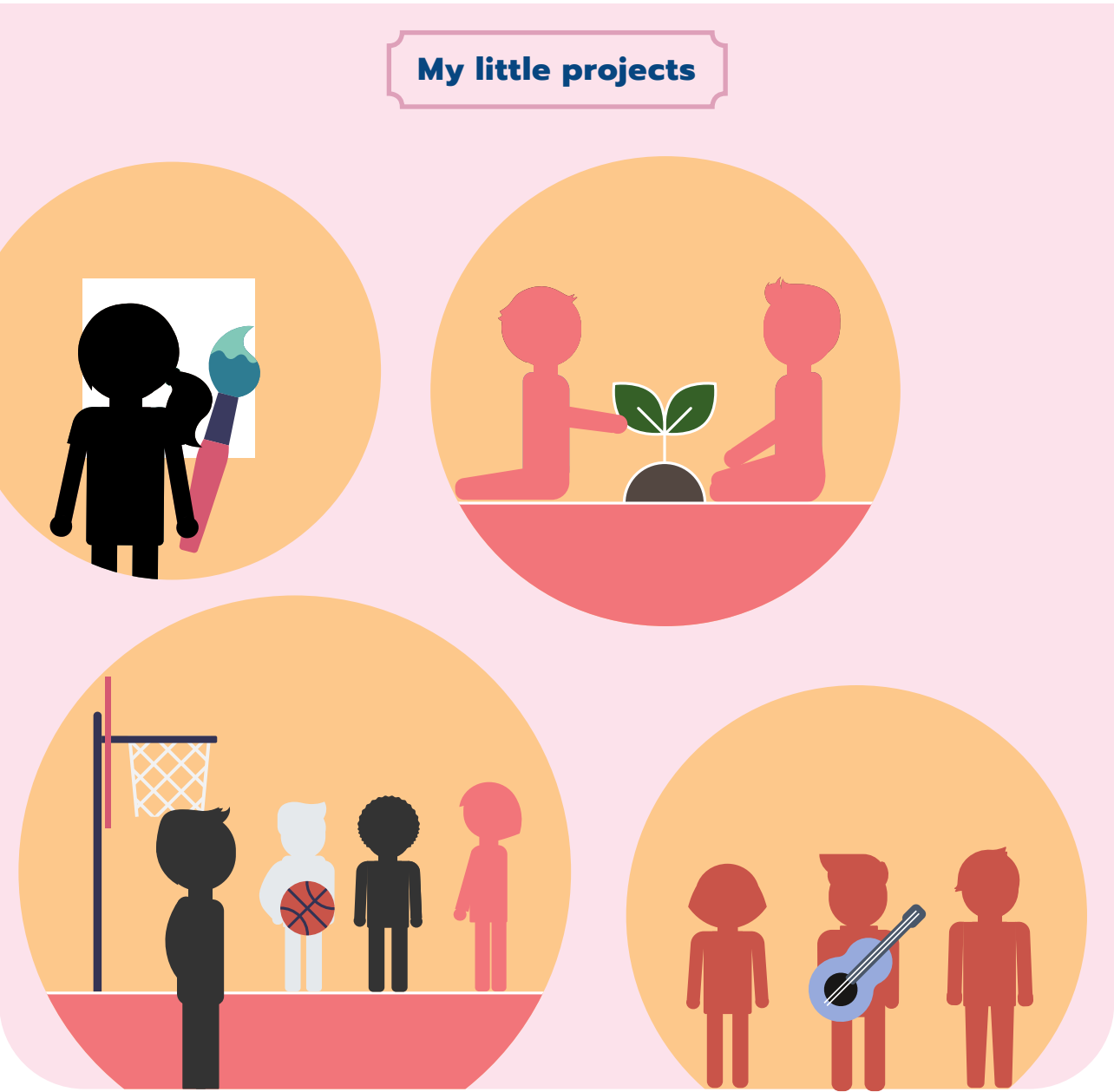
MATERIALS FOR THE STUDENTS

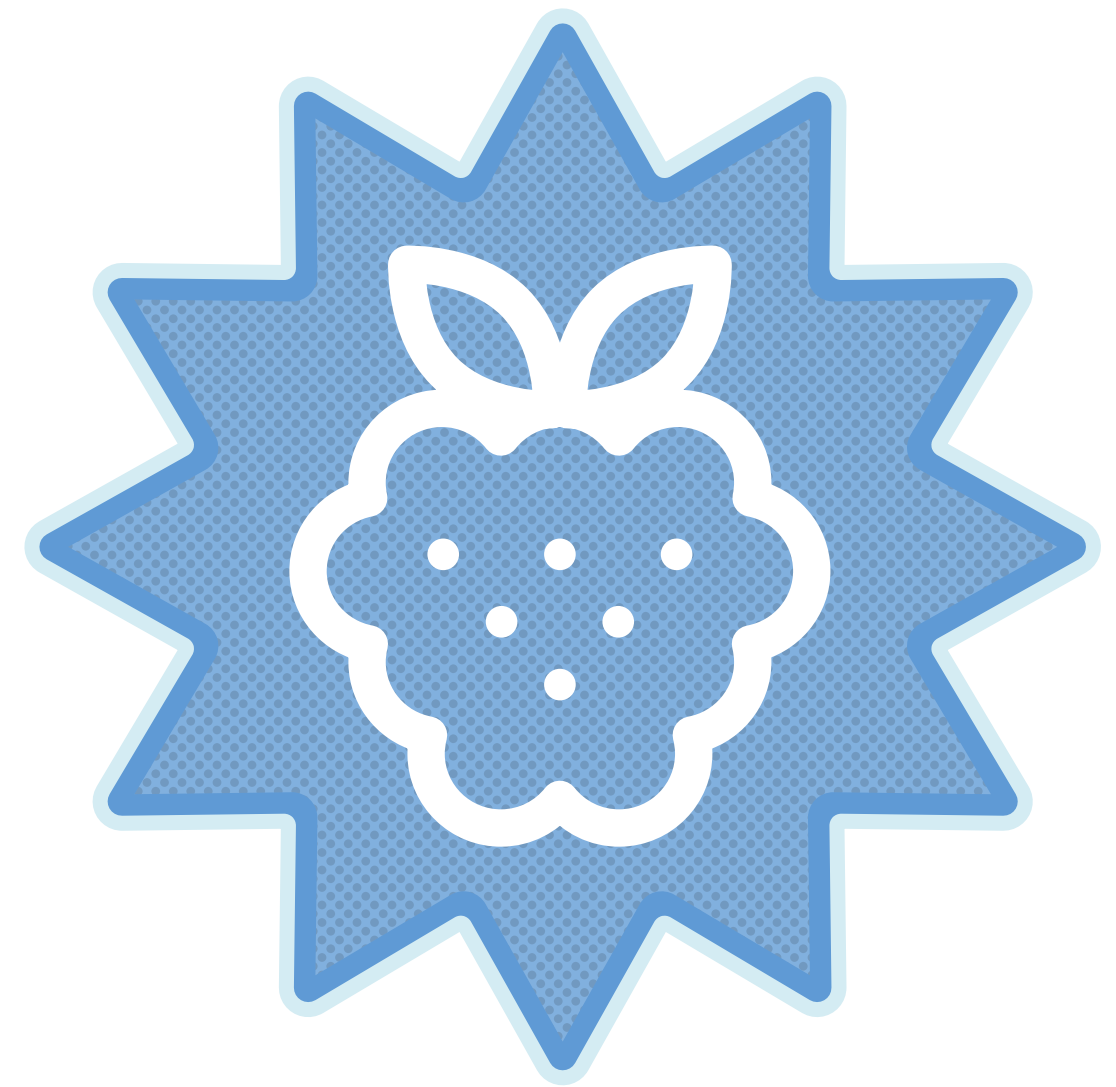
On blackboard/projector/worksheet

Sequence ①



Sequence ②



**MODULE 3****HEALTHY LIFESTYLES**

Healthy lifestyles guiding students on issues related to physical and emotional health, healthy food, counteracting vices such as drugs, alcohol, smoking, gender influences, etc.



TASK 9
MEN AND WOMEN
WHO AM I?

Goal

The students explore the close relationship between their identity and healthy sexuality. They reflect on the development of their personality.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Overview of the five characteristics of healthy sexuality on blackboard, flipchart, power point or handout



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

The teacher introduces the 5 characteristics of a healthy sexuality:

- Self-love: Acceptance of yourself
- Self-knowledge: Understanding of your feelings and your character
- Self-confidence: Awareness of the things you can do well
- Self-respect: Regard for yourself as a worthwhile person
- Self-expression: Showing yourself as a man or as a woman

Sequence ②

Each student receives a handout with the "5 characteristics of a healthy sexuality". They answer the following questions:

- Why are these characteristics linked to healthy sexuality?
 - "On a scale of 1 to 10, how do you rate your own healthy sexuality (1 – lowest, 10 – highest)?"
 - What makes it difficult to talk about sexuality?
- When ready, the students meet in small groups and compare their ideas.
- How do we comment on these 5 characteristics? Is there anything missing? How do most people describe sexuality?
 - Self-confidence seems to be a very important precondition for healthy sexuality. Try to explain why and be prepared to share your ideas with the class.

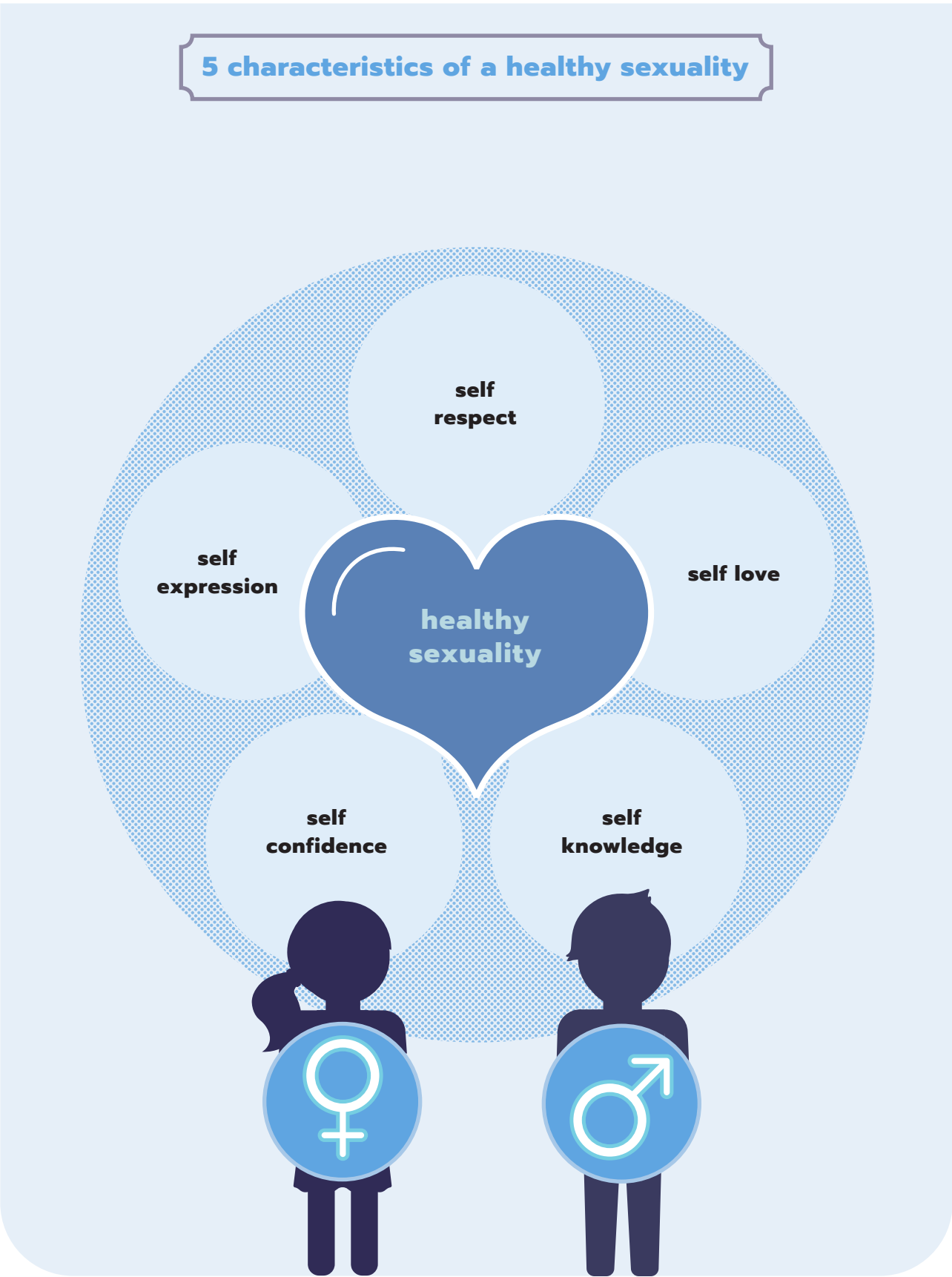
The groups share their ideas with the class. This needs careful moderation by the teacher.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①





TASK 10
WHAT DOES MY BODY NEED?

Goal

The students know about the differences between girls and boys and about puberty. The students learn why their body needs to be healthy.



Time needed
45 minutes



Social settings

- Individual work
- Group work



Preparation

Internet connection and mobile phones; Literature about the topic in print or digital, age-appropriate links on the Internet



Module 3
Healthy lifestyles

LESSON DESCRIPTION

The teacher explains that this lesson will be a research on the topic “nutrients during puberty”. The students are divided into three groups. Each group finds answers to the following questions:

- Do boys and girls need the same nutrients during puberty?
- What factors influence the nutritional needs of boys and girls?
- What nutrients do young people need?

If there is time, the teacher can ask the students to think of foods that provide the nutrients they were thinking about. They can create a recipe with it.

For boys and girls, the same recommendations cannot be made, because puberty starts at different times. In addition, the body composition varies greatly between boys and girls. Also there are large variations even within one gender. For this reason, the nutrient requirement should not only be based on age, but also on the individual metabolic and physiological stage of development.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet





TASK 11
MY HEARTBEAT
MY LIMITS

Goal

The students define what love means to them. They get insight into the meaning of sexuality and develop a healthy sense of closeness and distance.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; paper, pens, sticky tape; Pictures of different phases in life



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher invites the students to think about what love is. The students collect their thoughts on a piece of flipchart paper. Afterwards the teacher and students look at the results without judging any of the statements.
2. The students sit in a circle. The teacher places a paper with a timeline 0–80 on the floor. It represents the course of life from birth until 80. In addition, there are pictures from school, vocational education, university, professional field, wedding, children, elderly. The students discuss how to sort the pictures on the timeline. The teacher asks the students to reflect on their life plan. What is easy to plan and what is difficult?

Sequence ②

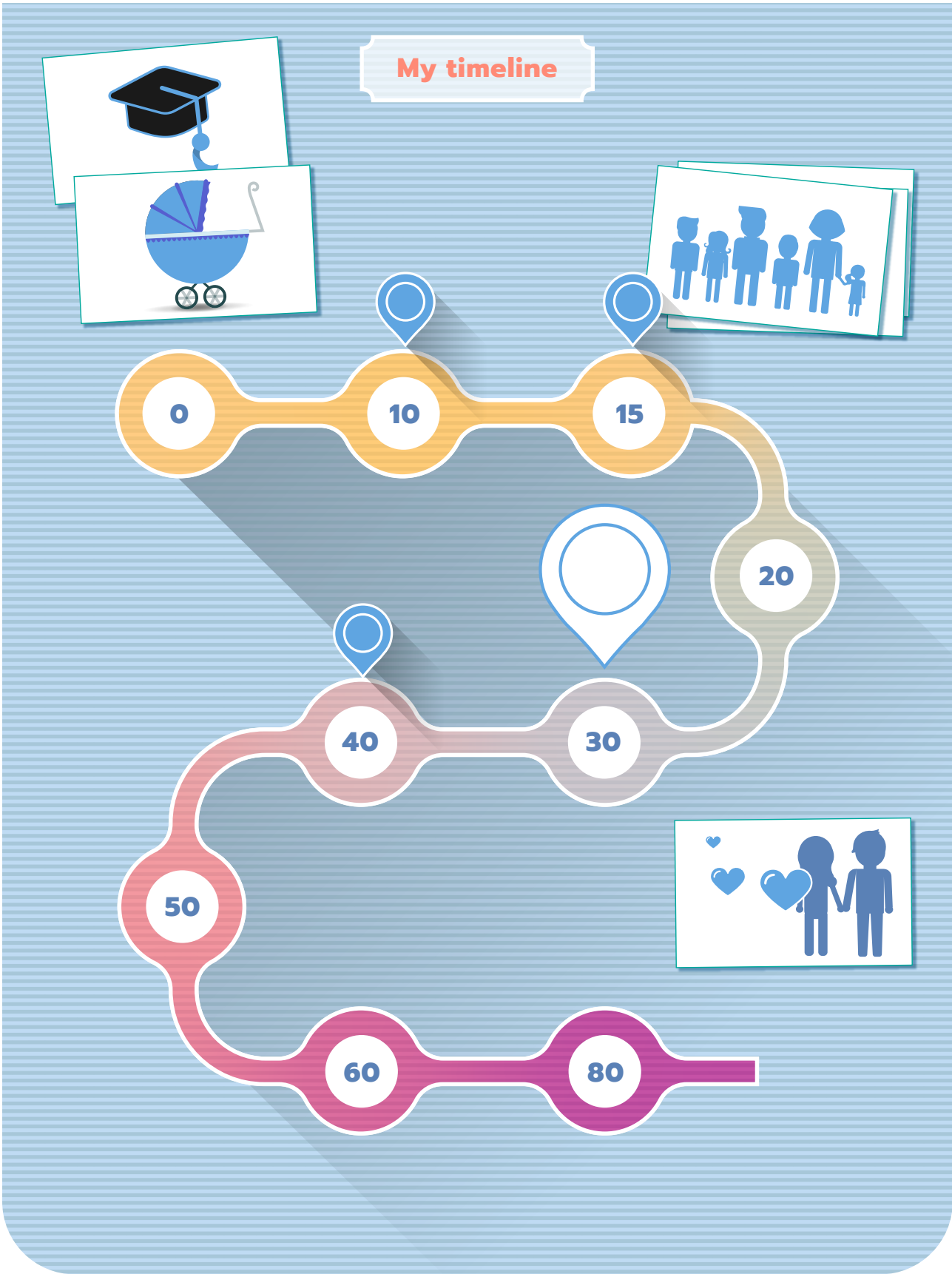
1. The teacher presents the timeline from sequence 1. The teacher summarizes the most important stages of life and ask students what sexuality has to do with it. The students are asked to name different purposes of sexuality, e.g. having a baby, forming a relationship.
2. The teacher asks the students to sit down and to briefly reflect on their life plan. What is easy to plan and what is difficult? The teacher points out that it is also okay to keep things open. It is ok to say “I don’t know yet if I want to marry”; “I don’t know yet if I want children and how many.” Sometimes in life it is good to have a plan and know what you want – sometimes it is good to be open and flexible – without having a fixed plan.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ① and ②





TASK 12
YOU'RE STRONG
WHEN YOU ACCEPT HELP!

Goal

The students can express typical problematic situations and know who to get help. They learn how to help themselves. They know some relevant facts about drugs and addiction.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Plenary discussion



Preparation

List of questions on the blackboard or as a handout



Module 3

Healthy lifestyles

LESSON DESCRIPTION

Sequence ①

1. The teacher hands out worksheets with six questions on how to solve personal problems. Each student answers individually. Afterwards each student shares the answers with one colleague. The teacher can give the hint to observe whether there are common problems.
2. In a plenary discussion the teacher and students speak about typical problems in friendships. Students prepare a "hit list" of the five most common problems teenagers face. The teacher/one student writes each point of the list on a paper and puts all the papers on the floor.
3. The students reflect on what and who could help them with those problems. Sometimes friends can help. Sometimes professional help is needed. What professional help is available?

Sequence ②

1. The teacher asks the students what they know about drugs according to the mind map. "What are drugs (definition)? What are illegal and legal drugs? What impact do drugs have on my life? What is a good attitude towards drugs? What are solutions for drug prevention?"
2. In a whole-class plenary, the students discuss the above questions and create a mind map.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

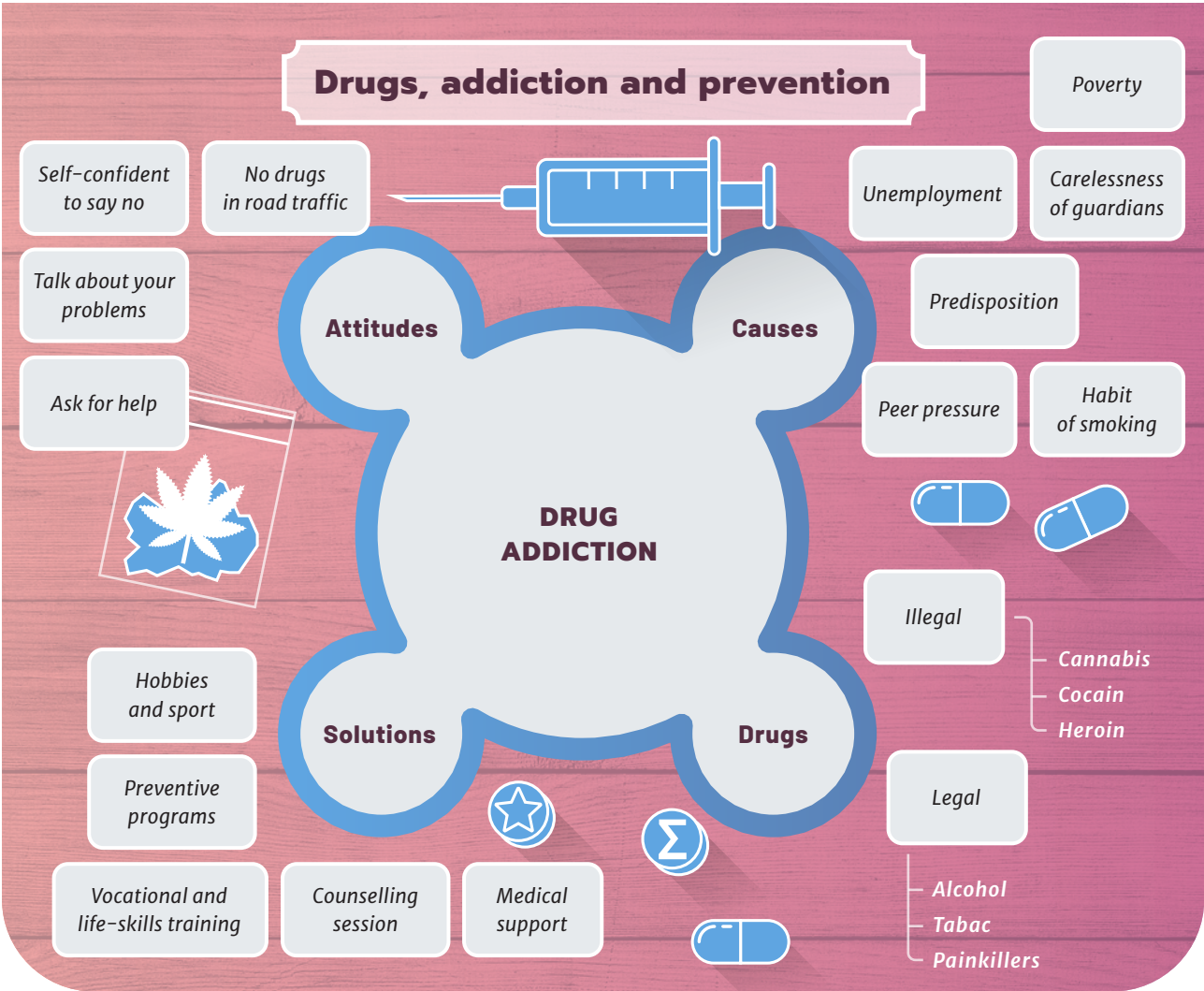
Sequence ①

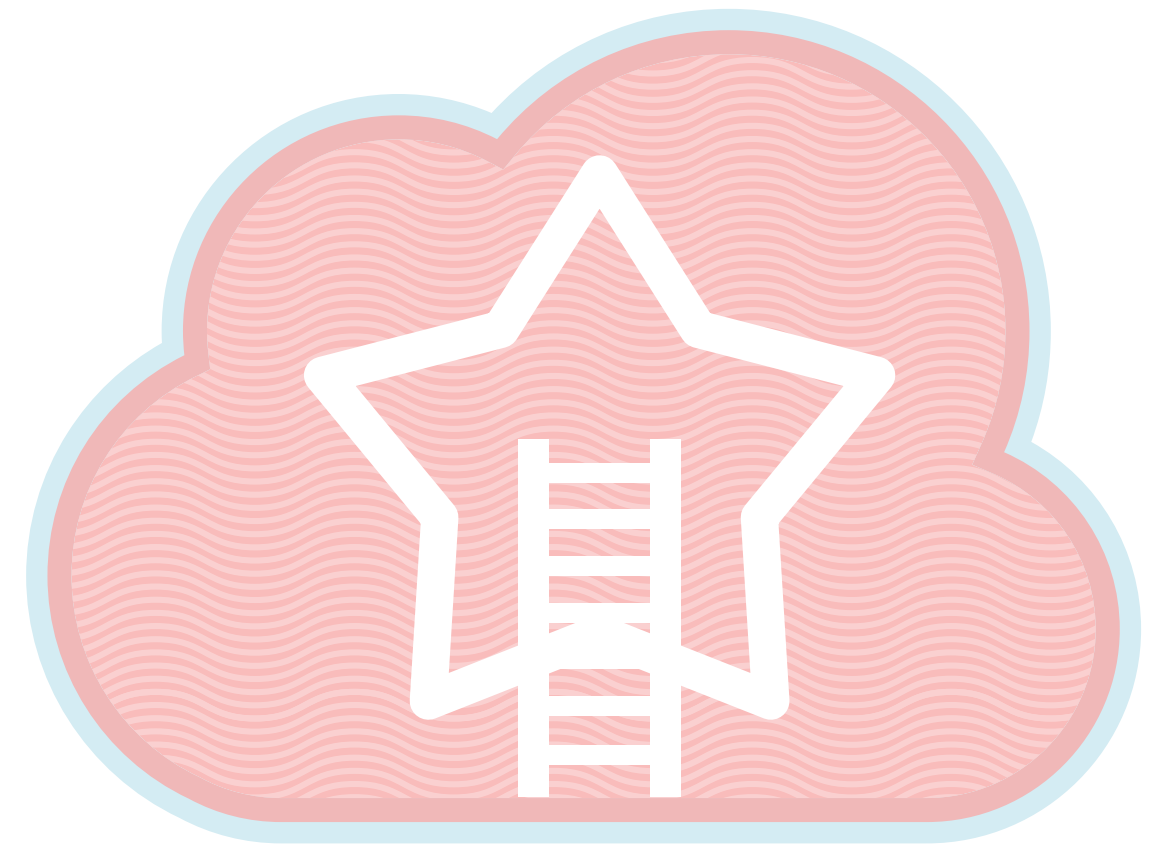


How to deal with my problems

- What do you expect from a good friend if you have a problem?
- What are your personal strengths when others seek your help?
- What answer don't you like when you want to talk about your problems?
- How can others tell you're in a bad mood?
- How do you get help from counsellors, teachers, doctors, friends or family?
- What can friends do to make it easier for you to talk about a problem?

Sequence ②



**MODULE 4****DESIGNING PERSONAL
CAREERS AND DEVELOPING
ENTREPRENEURIAL MINDSETS**

Designing personal careers and developing entrepreneurial mindsets with an emphasis on occupational understanding from a labour market perspective, career planning and career decision making, entrepreneurship as a career option, etc.



TASK 13
WHAT IS WORK LIKE?

Goal

The students learn to analyse and reflect on their work-life balance.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Plenary discussion



Preparation

Task on board or worksheet; Paper; Photos from magazines about leisure and work



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher starts with a picture from a magazine which shows the two categories of "work" and "spare time". The students discuss which picture shows which aspect more.
2. The students work in pairs and choose a photo that helps them clarify their own point of view: What do they see as free time activity? When does serious work start? They grade their photo-graphs from 1 to 10 for each aspect.
3. The pairs briefly present what they found out and explain how they graded it.
4. With what they heard and saw, they now have enough impres-sions to fill a small table "work vs. spare time".
5. The teacher asks the students to go home and think of small jobs they could do in the family or neighbourhood.

Sequence ②

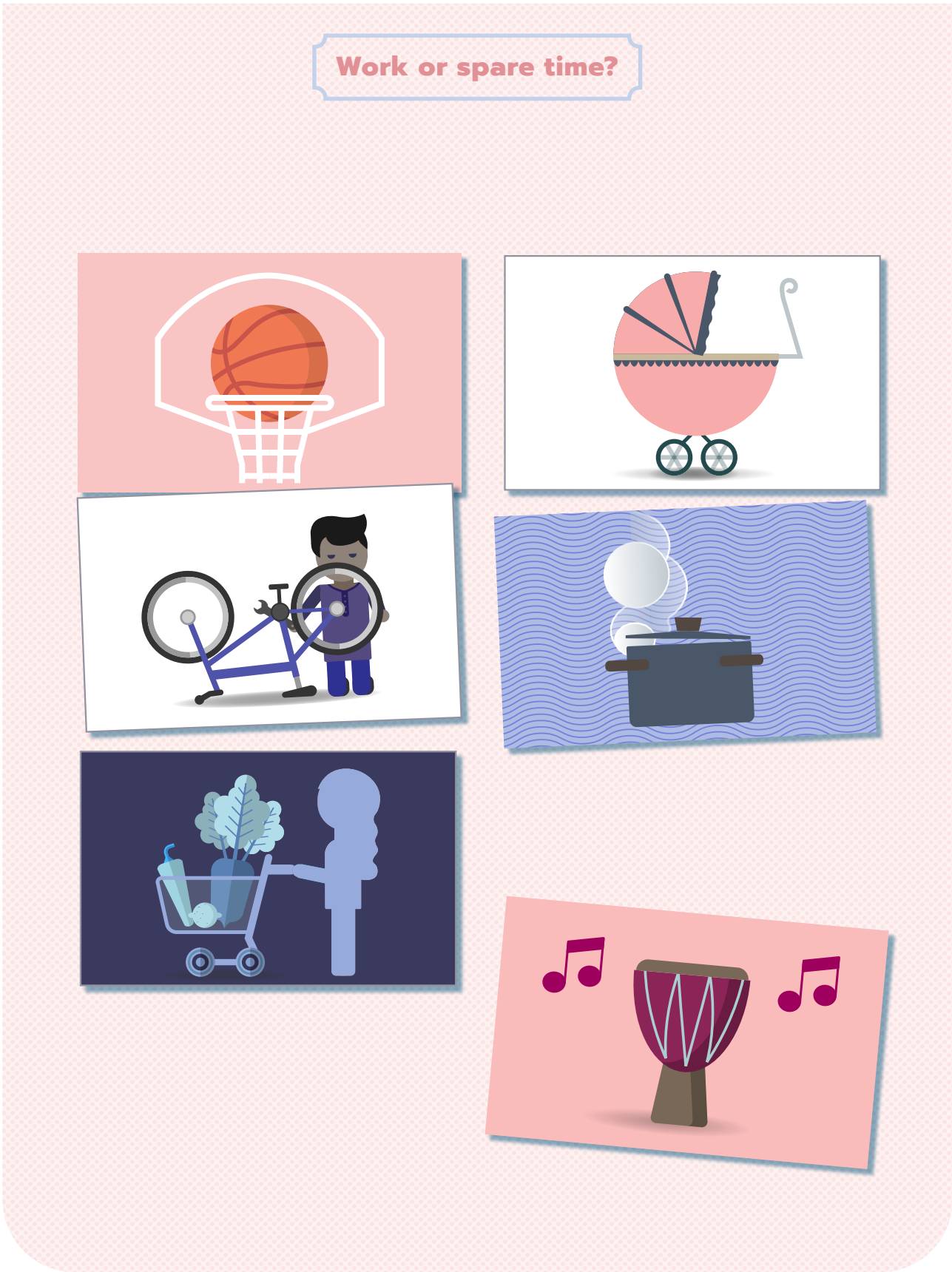
1. The students exchange their findings in pairs.
2. Next they try to find an activity that suits them both.
3. Finally, they are asked to present two activities not with words, but with gestures, so the class has to guess.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①





TASK 14
SCHOOLS AND PROFESSIONS
OLD OR NEW?

Goal

Analysing and reflecting about past and present career possibilities. Exploring new ways of expression.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Titles on blackboard or projector: “Old professions”, “New professions”, “Old schools”, “New schools”



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Some professions that the students encounter in their region are old or very old. Other professions are new. The same applies for schools, some have a very long tradition and some institutions started offering their services only a short time ago.

Sequence ①

1. The teacher introduces the topic with the titles and collects examples from the students.
2. Students who want to investigate a new school meet in one corner, students who want to investigate a new profession meet in the second corner. In the third corner the students who are interested in the old schools meet, in the fourth corner those who want to research about the old professions meet.
3. Two to three students work together and explore their local area for school or career possibilities. They take cameras or mobile phones with them and take pictures. They bring back their documentation to school. For homework, they are asked to collect relevant information and pictures about old and new schools and professions.

Sequence ②

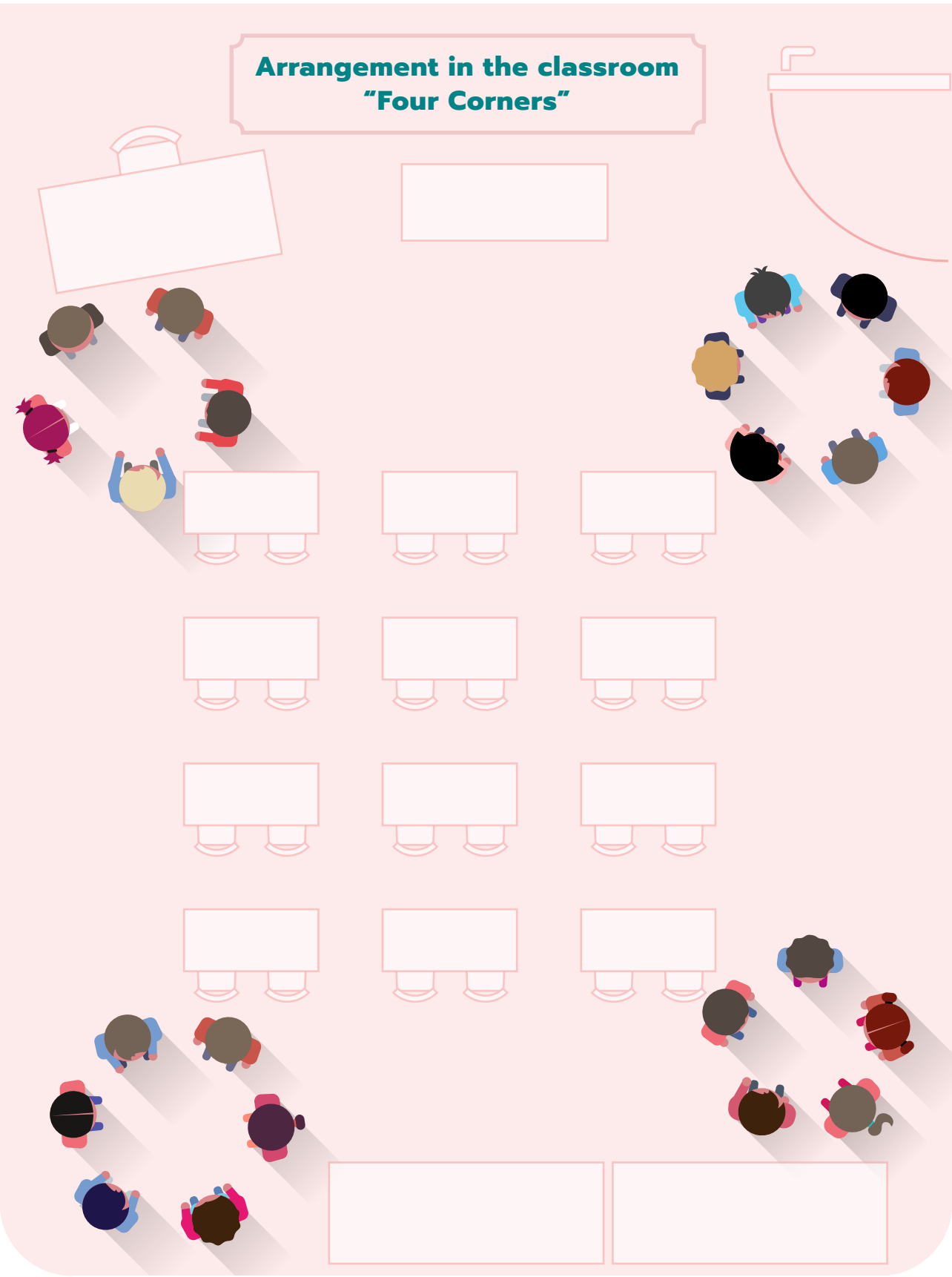
The students come back and exchange their findings. Together with the teacher they find a way to present it, e.g. exhibition, short presentations, wall paper, discussions in groups etc.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①





TASK 15
VOLUNTEERING AND PRACTICAL WORK – WHY?

Goal

Students get to know opportunities for volunteer work and internship work in their local area. They reflect on their motivation to work for little or no money.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Group work
- Plenary discussion



Preparation

Examples for volunteering and practical work



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher presents the topic “volunteering and internship work”. Both have in common that one works for little or no money. The teacher illustrates each topic with an example. Then he asks the class to add more examples.
2. The students are split into small groups of between 4 to 5 students. Each group collects 5 to 10 activities that students their age can do. They write them down on a poster and also indicate where these activities can be done in their local surroundings.
3. Each group pairs up with another group to share their findings.
4. For homework, each student asks family members or neighbours if they know of any possibilities to do volunteering or internship work in the local area.

Sequence ②

1. The students return to the small groups from sequence 1, step 2 and exchange their new ideas. Then two small groups get together and exchange their findings, so everybody gets even more and more detailed ideas about what activities are possible and where.
2. Afterwards, the students get back to their small groups and discuss what motivates people to do voluntary work. Each group finds at least four different motives.
3. In the plenary session, all motives are collected. The teacher notes them on the blackboard and sorts them with the help of the students.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

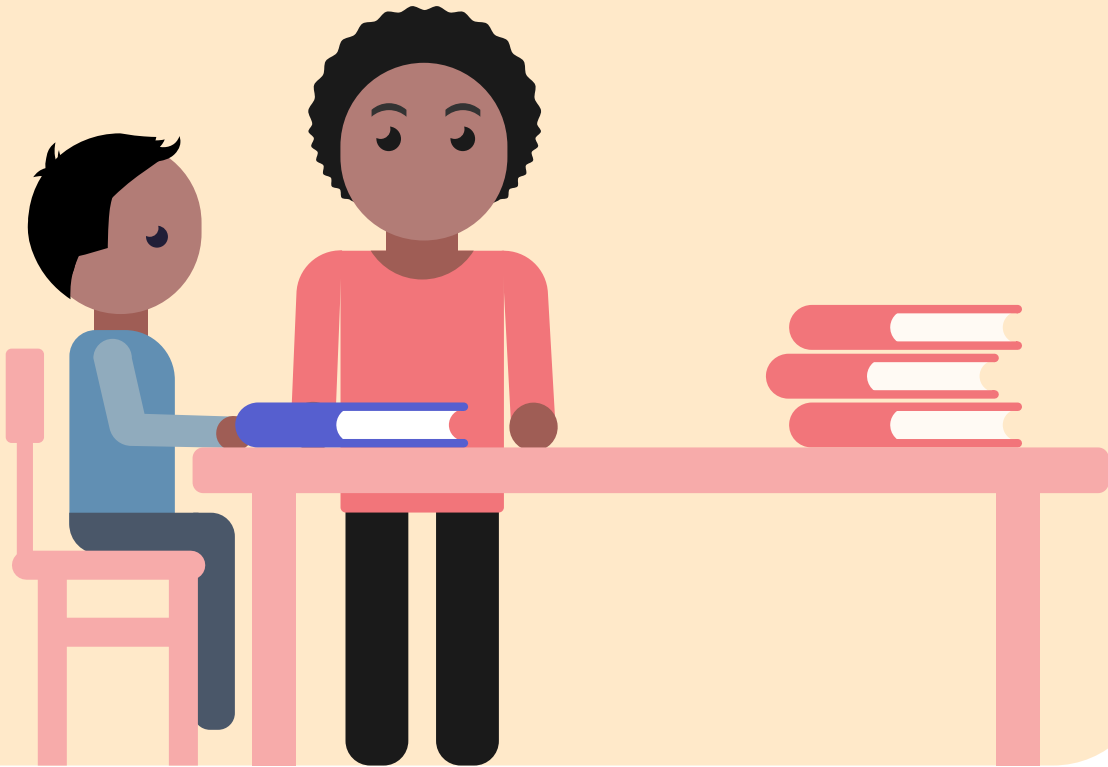
Sequence ① and ②

My volunteer work

Which activity?

Where?

<i>Reading from the newspaper for old people</i>	<i>Old people’s home in Victoria Street</i>
<i>Producing sweet rolls on Thursday evening</i>	<i>The bakery on Main Street</i>
<i>Helping younger students with homework</i>	<i>Primary School No. 3</i>
...	...





TASK 16
WRITING A GOOD CV

Goal

Students learn to identify the main parts of a CV. They are able to write a CV and adjust it to their circumstances.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Pair work
- Plenary discussion



Preparation

Two CVs that serve as an example



Module 4

Designing personal careers and developing entrepreneurial mindsets

LESSON DESCRIPTION

Sequence ①

1. The teacher sticks two examples of a CV on opposite walls of the classroom, so there is enough room for the students to stand around.
2. In the following discussion, the main parts of the CV and its purpose are discussed. The teacher notes them down and also the situations in which a CV is needed.
3. The students draft a CV for the next step in their career, be it vocational or educational:
 - “Think of your interests, strengths, special skills, first steps in the world of jobs, volunteering, practical experiences.”
 - “Make a draft on a sheet of paper: What are the main elements? Which texts will you insert?”
 - “Get the address of a business or of a school/institute which matches your interests, so your draft CV is as real as possible.”
4. 10 minutes before the lesson ends, the students are asked to go with their draft – complete or not – to a partner, exchange them and get feedback.
5. For homework, the students ask their parents what strengths they see in them, and which businesses or institutions they would recommend. Then the students complete their drafts.

Sequence ②

1. The students form pairs and show their partner the revised draft of their CV. The feedback concentrates on the match between the personal interests and strengths and the addressee.
2. Quiz: The teacher collects all the CVs. Then she/he selects one at random and reads it aloud. The class has to guess who could have written it, and why.
3. To summarize, the teacher leads a discussion in class
 - “What career options in CVs were frequent, rare, surprising?”
 - “What are the main points when you write a CV?”



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ① and ②

My CV (Curriculum Vitae)

FIRST NAME, LAST NAME

EXPERIENCE

EDUCATION

CONTACT

SKILLS

**MODULE 5****PERSONAL SAFETY**

Personal safety focusing on behaviour to ensure personal safety and the safety of others.



TASK 17
MY MEDIA, MY EMOTIONS

Goal

The students become aware of how media use can be connected to positive, negative or ambivalent emotions and that one’s emotions can be directly influenced by media consumption.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

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



Preparation

Circle of chairs for the plenary discussion; Work sheet on blackboard or projector



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher asks the students to think about emotions that can be connected to certain types of media or certain situations in which media is used, e.g. listen to music to put yourself in a good mood, watch a funny film that makes you and your friends laugh, feeling dissatisfied after hours of Internet surfing, feeling bad when other people get more likes, etc.
2. The students discuss this briefly in pairs.
3. The students draw the media that they consume regularly on a blank sheet of paper, e.g. films, series, news, Facebook, YouTube, etc. They think about the emotions and attitudes that they have towards each form of media and illustrate this with emojis and words.
4. The students present their results in small groups. The teacher goes from group to group to support them and gets some insight into their media activities.
5. A few students are selected to present their experiences to the class.

Sequence ②

The students produce a flyer. They list on it media activities that give people a positive input and media activities that give people a negative input.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

My media – my emotions

Media

Emotions

Notes

Sequence ②

My media activities

These media make me feel positive

These media give me a negative spin

...

...

...

...

...

...



TASK 18
GET TO KNOW DIFFERENT ADVERTISING STRATEGIES

Goal

The students get to know obvious and more subtle advertising strategies and can analyse them critically.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Group work
- Plenary discussion



Preparation

Examples of advertisements from magazines or Internet; Screen shots from films with product placement.



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The teacher shows an example of an obvious advertisement, e.g. the promotion of a soft drink, and an example of a hidden advertisement e.g. a scene from a Computer Game with product placement. The teacher asks the students if they know of other examples. The teacher moderates the students’ contributions.
2. The teacher introduces the term “product placement” and explains that some computer games also contain advertising.
3. The teacher explains the so-called “mere exposure effect”: an initially neutral thing that appears increasingly positive merely through repeated exposure e.g. the more often you see a logo, even if you don’t consciously realize it, the sooner you will perceive the product in a positive way.
4. The students discuss these two questions in groups of three:
 - How receptive am I to overt and hidden advertising?
 - Is it ok for advertisements to be shown without overtly identifying them as advertisements?
5. A few groups are selected to tell the class about their findings in the plenary discussion.

Sequence ②

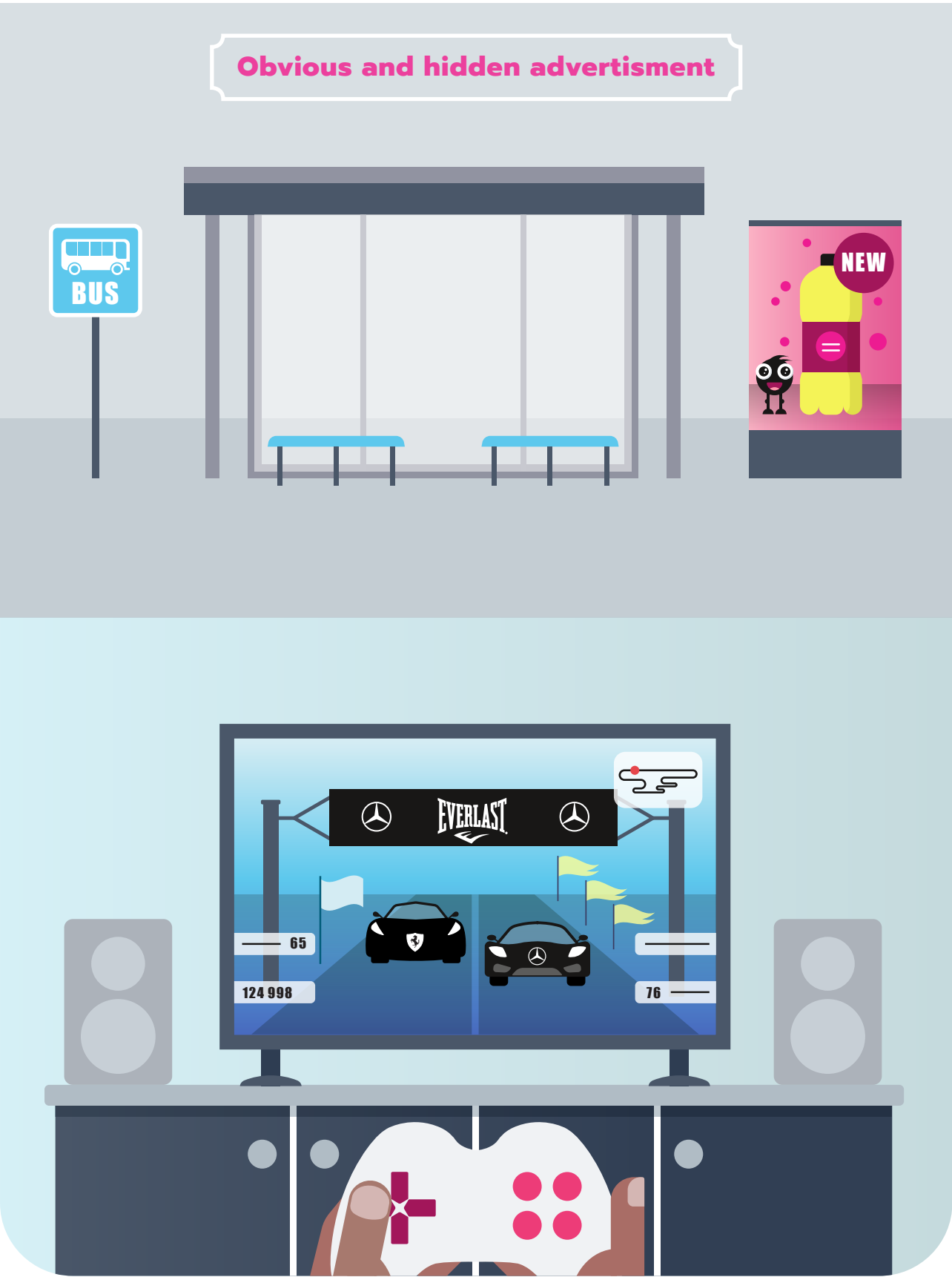
1. In groups of two, the students produce posters that provide information about different types of direct and indirect advertising. Examples can also be researched on the Internet and drawn onto the poster.
2. The groups look at each other’s posters and give feedback on them.



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①





TASK 19
DEALING WITH ADVERTISING
CRITICALLY AND CREATIVELY

Goal

The students are aware that advertising messages subtly work with the desires of the audience. They also learn that certain values that are propagated can be harmful.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Individual work
- Group work
- Plenary discussion



Preparation

As a preparatory homework, the students are given the task of collecting advertisements from magazines. These are brought to the lesson.



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The students form two groups. Each group forms two circles, one inner and one outer circle. The students in the inner circle face the students in the outer circle. For two minutes, the pairs discuss what they like and don't like about adverts. Then the outer circle moves one space to the left. The new pairs exchange their information. This is repeated several times.
2. The students share their thoughts in the plenary, the teacher moderates the discussion.
3. The teacher lets the students discuss the following statement: "All young women get an eating disorder when they see advertisements with slim models." The teacher points out that advertising messages can be interpreted very differently.
4. The students are asked to look at the advertisements they brought to the class. They decide which ones are problematic and say why. e.g: "cigarettes damage health"; "advertising for sports cars leads to damage to the environment"; "advertising with skinny models can lead to a low self-esteem".

Sequence ②

1. The students cut out selected advertisements and modify them in such a way that criticism is expressed. This type of collage is also called "ad busting". The following options are available:
 - Cut out speech and thought bubbles, fill them out and stick them onto the image
 - Change or replace the message of the advertisement
 - Change or replace the image
 - Combine images
 - Paint or repaint pictures, e.g. paint yellow teeth on a woman advertising cigarettes
2. The works are hung up in the room and the students have time to look at them.
3. The Students give each other feedback by writing notes and sticking them under the respective work.

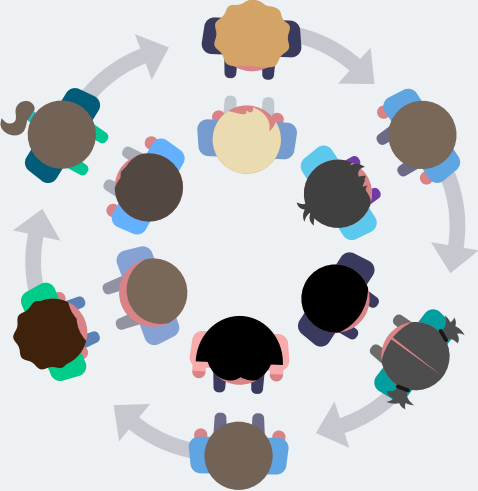


MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①

Critical viewing of advertisements



- The product is bad for health
- The product is bad for the environment
- The product is bad for people in poor countries
- The product advertising is changed with photoshop
- The product makes false promises
- The product is against women (against men)
- The product is against people of a certain country/ minorities

Sequence ②





TASK 20 SEXUAL ABUSE

Goal

The students learn how to deal with violation of personal boundaries and they become aware of sexual abuse. They learn that they also have to protect themselves when using social media and online chats.



Time needed

- ① 45 minutes
- ② 45 minutes



Social settings

- Pair work
- Plenary discussion



Preparation

Circle of chairs for the plenary discussion; Internet; Paper, coloured pens



Module 5

Personal safety

LESSON DESCRIPTION

Sequence ①

1. The students are shown the film "The Lake" (vimeo.com/236548874), which was produced for the Parliamentary Assembly of the Council of Europe (PACE).
2. In groups of two, the students discuss what is shown in the film and what is not. The students are given the task of drawing different situations from the film, with speech bubbles to show the characters' thoughts. The task is about becoming aware of feelings and thoughts and showing empathy.
3. The students develop various hypotheses about the family constellations in the film and the behaviour of the leading actress at the end of the film.

Sequence ②

1. The students work in groups of two. They write and draw their ideas about how the story could develop further. The various versions are then shown and discussed in the plenary.
2. The film "Tell Someone You Trust" from the Council of Europe (vimeo.com/292080877) offers a possible solution: the child concerned turns to a teacher (this film is in English, but a lot can be understood through the imagery). The teacher points out that anyone could become a victim of sexual violence, like the children in the two films. But you can also be confidant and support victims and yourself by contacting teachers and trusted adults.
3. The teacher points out that some sexual assaults are preceded by communication and contact via mobile phones or computers. Children and adolescents are often repeatedly addressed online by strangers who make unwanted sexual advances. The perpetrators often pretend to be someone else e.g. someone with a different age or gender. This type of contact is called "cyber grooming".



MATERIALS FOR THE STUDENTS

On blackboard/projector/worksheet

Sequence ①



