



Erasmus+ KA2 School Partnership  
FOCUS – Developing Learning, Life and  
Interpersonal Skills through a New Form-  
teaching Curricula for Secondary Students  
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# FOCUS - 15 lessons for the Guidance and counselling classes

year 2

Manage and Cope with Emotions and Stress

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Emotional Intelligence

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Present Hobby, Future Career?

\*\*\*

Creativity and Problem Solving

\*\*\*

Making your life green

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## **CHAPTER 6**

# **“Present Hobby, Future Career?”**

# Lesson Plan 1

**Subject: Looking for passion**

**Teaching objectives:**

- defining dreams, goals and professional plans on the basis of one's own resources
- awareness of the role and importance of interests in human life
- identification of one's own interests and passions
- awareness of the reasons of one's own actions

## **1. Integration activity.**

The participants sit in a circle. The teacher puts one chair away. One of the students stays in the middle and says:

- Change your places: all the people who can .... (and here gives some skill which he/she has).

All the people who also have this ability change places. A person who stays in the middle invites other people to change places.

Important! – the person who stands up from his/her place, cannot sit on the same chair, but move leaving at least one spare chair to his/her right or left.

## **2. Brainstorming / group work: What is passion?**

Students are given pieces of paper, where they write three associations connected with the word passion. Then they stick them on a sheet of paper. Looking at all information they have got, students try to create a definition of passion (PRESENTATION).

Passion is a continuous activity performed with commitment. It can refer to either gaining knowledge in some field, improving your skills or working. The main thing about passion is to experience pleasure out of performing it.

## **3. Discussion: How to look for passion and develop it?**

The teacher asks students to think about the issue of looking for passion and developing it.

- How to look for your passion?
- What should you do to find it?
- How to develop it when you find it?

Among the students' responses we should find (questions 1 and 2): It is necessary to take action, seek and get knowledge about what your interests are, meet new people, talk on various topics, ask questions, try new things.

How to develop it (question 3): You need to start exploring the subject of your interest and learn new things about it all the time.

The teacher emphasizes that in searching for passion it is important to learn about one's own personal potential (strengths, skills and competences and personal preferences). There are various tests or questionnaires that are used to measure them.

#### **4. Questionnaire:**

Students fill in a questionnaire concerning multiple intelligences. Then, they define their dominant types of intelligence. (HANDOUTS)

#### **5. Types of intelligences - according to Gardner. (PRESENTATION)**

#### **6. Quiz. Famous Greeks and their types of intelligences. (PRESENTATION)**

#### **7. Why do we develop particular interests?**

The teacher elicits information on the interests the students have, their ways of spending free time and identifying their motivation to choose particular interests.

The teacher invites the students to participate in an exercise which will allow them to take a closer look at their own interests.

Students receive pieces of paper, on which they write their interests. To help or inspire students, the teacher can use the following questions (PRESENTATION):

- What activities do you choose when you do not have to do anything?
- What activities are you most willing to do again?
- What activities do you enjoy?
- Doing what activities you forget about the whole world?
- What activities influence your life positively?
- What activities do not tire you? On the contrary, they make you full of energy?

Working together, the teacher and the students divide the students' ideas into categories, e.g. sport, fashion, ICT.

Then, the teacher divides the students into as many groups as there are categories. The task of each group is to generate as many reasons as possible why people develop interests in a given field.

When they finish, each group presents what they have worked on, i.e. the category, types of interests within each field and the reasons why people get involved in them.

During the presentation, the students write on the received handouts which reasons they identify with.

### **8. Summary of work.**

The teacher concludes that the same motives might encourage different people to take up various activities that represent different fields of interest.

For example, if somebody's reason to act is the need for meeting new people, they can do it choosing numerous areas of interest. Most probably, the person will choose a job and place of work where there are a lot of people.

It's worth noticing that our motivation has a great influence on our lives and often is the reason why we choose a certain course of education or working career. That is why it is vital to learn about and understand the reasons that guide our actions.

# Lesson Plan 2

**Subject: Done your job? Now reach the stars! - Is it worth working?**

**Teaching objectives:**

- introducing the issue of professional work and work motivation
- making the students aware of the connection between individual potential and the work performed by an individual
- justification of the importance of work in a person's life
- shaping the ability to make personal goals in the implementation of the educational and career path

## **1. A trip back into your childhood.**

The teacher asks students to close their eyes and try to move back to their pre-school and early school years for a moment.

- What games did you like best, what roles did you play in these games?
- Did you like playing with children or rather you preferred to play alone?
- Do you remember who you wanted to become then?

Once you have remembered your ideal future job, tell your friend sitting next to you about it (or you can both write the jobs on sticky notes and create a list of professions). See what jobs fascinated you. Why?

## **2. Discussion: Is it worth working?**

The teacher divides the students into two groups and asks them to think of the reasons why it is worth working (group 1) and the reasons why it is not worth working (group 2). After finishing their work, both groups present their arguments.

The teacher points out that the arguments for taking up and performing a job represent our motivation to work.

## **3. Presentation of Maslow's hierarchy of needs and explaining the term motivation (PRESENTATION).**

Working together, the teacher and the students think of the needs that work fulfils.

The hierarchy of needs with regard to work:

- Physiological needs – for employees they are: a kitchen at the workplace, toilets, a comfortable workplace and time to relax

- Safety needs - they include a sense of stability, continuity of employment, proper remuneration ensuring an adequate standard of living, social benefits
- Need for love and belonging – the feeling of being part of a group or team, making friends at work, good contacts with colleagues
- Need for esteem - respect for the tasks performed, appreciation of ambitions, attempts and efforts made, promotions, bonuses
- Need for self-fulfilment (actualization) – achieving one’s own goals and ambitions, noticing the meaning of performed duties and their impact on personal development, motivating oneself, acquiring new skills

#### **4. Fairy tale characters vs. jobs.**

The teacher divides the students into groups. Each group receives (or draws) a fairy tale character: Shrek, Winnie the Pooh, Snow White, Pinocchio. Each group decides what occupation their character could perform. Why? Finally, all groups present their proposals.

To sum up, the teacher points out that while choosing a job and planning work career one should take into account his/her own resources, i.e. interests, skills, personality traits, health condition, career predispositions and values.

#### **5. "Guess who you are" – a game.**

The teacher has got cards with names of different jobs written on them. They will be stuck on students' backs in such a way that the students will not see their own cards. The task for each person is to guess what his/her profession is, basing on information received from others.

- Every one of you will get a card with the name of a profession attached to your back. (HANDOUTS)
- Important! – you cannot see it before this exercise and others must not tell you your job.
- Your task is to guess what your job is.
- Imagine that you are at a party where there are representatives of various professions: white and blue-collar workers, various specialists, managers.
- You can move around the room and choose a person you want to talk to. First check what your partner’s job is, and then try to persuade him/her to do something for you that is related to his/her work. You must not use the name of the profession! The time is about 5-7 minutes.

After completing the task, ask your students the following questions:

- Did you figure out easily what profession you had?
- If not, why was it difficult?
- What was the most difficult thing in this exercise?



Summing up, the teacher points out that every occupation is assigned specific activities, functions and skills. There is also a socially and culturally determined way of perceiving a person performing a specific occupation or function.

## **6. My plans on the thread trail**

The teacher asks the students:

- What do you want to be in the future?
- How do you see yourselves in 10 years' time?

Writes your goal on a piece of paper.

Now you have to determine what individual actions should be taken at appropriate time in your lives to achieve this goal. Each of the individual actions must be written on sticky notes (every single action on a separate sticky note).

When you have finished, please cut off a piece of thread r string that is long enough to stick all their notes with the pre-planned actions on it.

Next every student presents his/her development trail and some of them talk about their plans.

At the end, the teacher asks:

- Which actions were easy to plan?
- Which ones caused much difficulty in planning? Why?

# Lesson Plan 3

## **Subject: Competences on the labour market**

### **Teaching objectives:**

- presentation of work competences required on the labour market
- shaping the ability to develop personal competences
- creating a list of skills that are sought on the labour market
- developing self-improvement skills

### **1. Success - discussion**

The teacher asks his/her students to answer the following questions (students write down their answers):

- What does success mean to you?
- Who/What sort of person can be named a man of success? Are all people able to become one? The teacher sums up that success has many different meanings: it may be a successful result of one small activity, a great success in a larger project, or a triumph at various levels of professional and/or personal life.

It is the result of our work, efforts and exploration. We mainly associate it with professional career, but it also applies to one's personal life.

- Now think why not all people achieve their goals and are successful.

*Research on job satisfaction: In your opinion which nationalities declare that they are satisfied with their professional work most?*

According to the European Commission survey from 2015, Danes and Finns declare the greatest satisfaction of work.

### **2. Game: Competences on the labour market**

The class is divided into two teams. Students stand in two rows opposite each other. Both are at an equal distance from the center of the room. The teacher puts a long rope on the floor or sticks a painting tape to mark the central line that separates the rows.

Each student draws a card with the description of one person. Students quietly read descriptions of randomly drawn people.

The teacher explains that he is going to read out certain skills from his/her list. Those students who find the skill in their descriptions move one or two steps forward. The person who first reaches the central line and touches the rope/painting tape wins the game.

Instructions: Imagine that you are the person whose description you have drawn. The description contains information about your qualities, skills and education. If you do not find specific information on your card, it means that you do not have the skills or knowledge as a given person.

I am going to read out certain skills from my list. Those students who find the skill in their descriptions move one step forward. The person who first reaches the central line and touches the rope/painting tape wins the game.

- All students who have got a profession - take two steps forward.
- All students who know a foreign language take a step forward - one step for each language.
- All students who are punctual - two steps forward.
- All students who are able to work in a team - two steps forward.
- All students who are able to work under time pressure - take one step forward.
- All students who are patient - take one step forward.
- All students who like learning new things - take two steps forward.
- All students who have work experience - two steps forward.
- All students who have completed additional courses - take one step forward.
- All students who are able to think analytically - take one step forward.
- All students with good imagination – take one step forward.

Summary of the exercise.

After the exercise, the students think:

- Why did the person win?
- What made her reach the finish line first? What made her successful? The student who is the winner, reads out the description of the person he had drawn.

The teacher asks the students summarizing questions in order to encourage a discussion concerning different competences that are highly valued on the labor market, eg:

- How did you feel when you stepped forward?
- How did you feel when you did not move?
- What competences appeared in this exercise?
- Which competencies do you consider important on the labor market?
- Which elements of this exercise do you consider important to yourself?

### **3. Key competences. (PRESENTATION)**

Key competences constitute a set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social integration and employment. They represent a person's ability to apply his/her knowledge as well as personal, social and methodological skills at work and in the educational or professional career.

There are eight key competences:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic scientific and technological competence
- IT competence
- Learning abilities
- Social and civic competence
- Initiative and entrepreneurship
- Cultural awareness and expression

#### **4. A film: "4skills". (PRESENTATION)**

#### **5. Test: What is the level of my competences?**

<https://www.youtube.com/watch?v=twWcxIfa2zo>

# Slides for presentation

## Present hobby, future career

Szkoła Podstawowa w Głogowie Małopolskim  
Poland

### A short test about Poland

1. Look at the pictures below and choose three cities that are located in Poland.



Cracow



Prague



Gdansk



Warsaw



Lwow

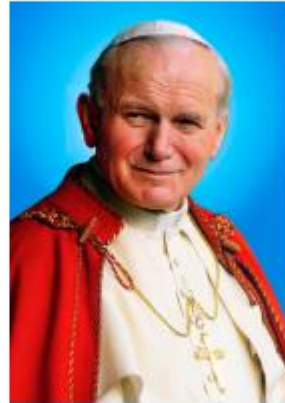
2. Choose three names of famous Polish people



Nicolaus Copernicus



Lech Walesa



Pope John Paul II



Waclaw Havel

3. Choose three dishes that are typical for Polish cuisine:



dumplings



stuffed dumplings



chicken soup



cabbage stew



stew soup

4. Which of the presented animals live on the Polish territory?  
Point three of them.



bear



wolf



stork



reindeer



ostrich

5. Which of the dances is a Polish folk dance?



casatchok

rumba



krakovyak



waltz



**Integration activity**

**What is passion?**



*Passion* is a continuous activity performed with commitment. It can refer to either gaining knowledge in some field, improving your skills or working. The main thing about passion is to experience pleasure out of performing it.

**How to look for passion  
and develop it?**



**Multiple intelligences -  
a questionnaire**

**MULTIPLE INTELLIGENCES  
characteristics**

### *Linguistic - Verbal Intelligence*

People with extensive linguistic and verbal intelligence use spoken and written language fluently. From an early age they read, write and talk with ease. There are no major difficulties for them in mastering foreign languages. This group often includes writers, poets, translators and speakers.



### *Logical – Mathematical Intelligence*

People with high level of logical-mathematical intelligence are good at solving logical and mathematical problems. They like solving puzzles, reading about scientific discoveries and finding out how things work. They usually have no problems with operating complicated machines or computers. They often become great scientists.



## *Visual - Spatial Intelligence*

Individuals endowed with visual-spatial intelligence have a very vivid imagination and think with images. They manage doing puzzles or building blocks easily. They like fine art and photography, and they draw very well. Such people definitely prefer geometry to algebra. You can find a lot of artists, painters and sculptors in this group.



## *Kinesthetic Intelligence*

People with this type of intelligence have good motor coordination and a good sense of balance. While speaking they gesticulate vividly, drawing figures in the air that depict their words. They often become sportsmen.



## *Musical Intelligence*

A person endowed with this type of intelligence is very musical and has a good sense of rhythm. He/she has the ability to play by ear. He/she likes singing and can write music graphically without even knowing the notes. No wonder such people usually become composers and musicians.



## *Interpersonal Intelligence*

People with high interpersonal intelligence can maintain good relationships with others. They are good listeners and can read body language. They can also see through dishonest people. They like talking to and helping others, and have high level of empathy. Those who need well-developed interpersonal intelligence are: teachers, lawyers, sellers, religious and political leaders.



## *Intrapersonal Intelligence*

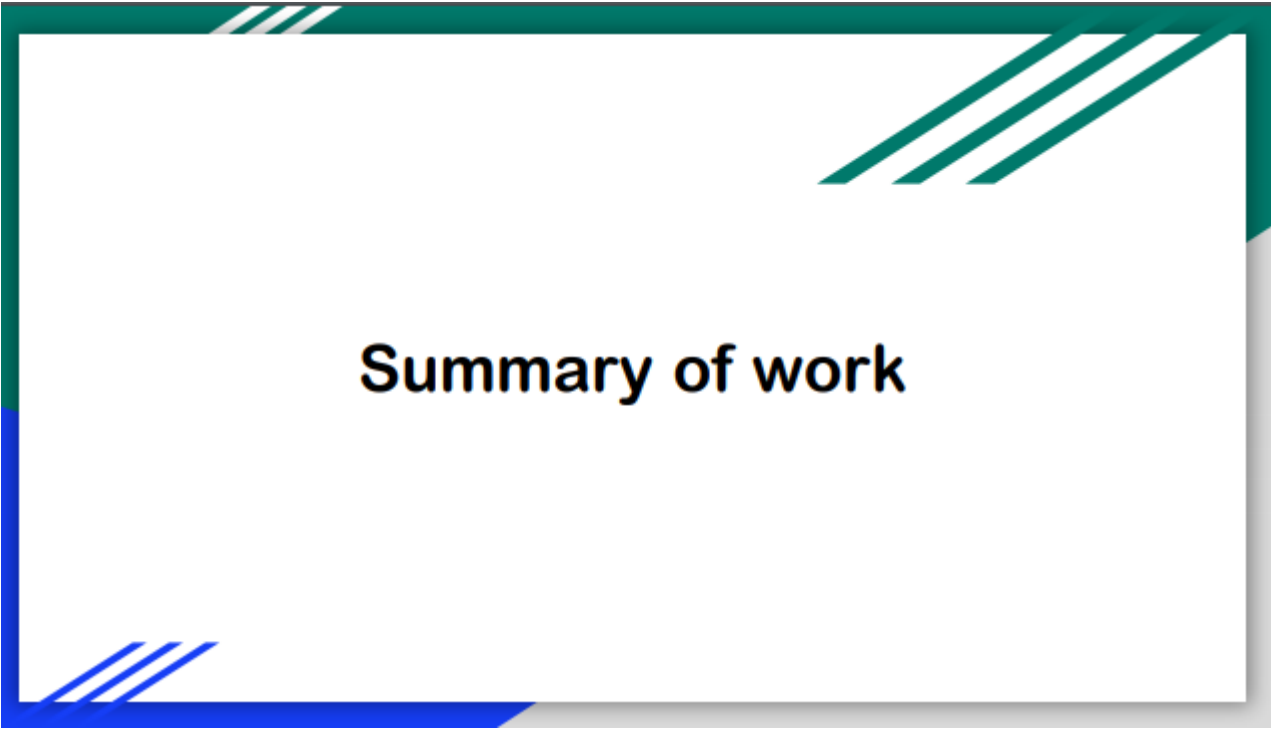
A person with intrapersonal intelligence can perfectly analyze various problems as well as himself/herself thinking a lot about his/her strengths and weaknesses. He/she often keeps a diary and contemplates the secrets of life. The person often becomes a philosopher.



**Quiz.**  
**Famous Greeks and their  
types of intelligence**

## Why do we develop particular interests?

- What activities do you choose when you do not have to do anything?
- What activities are you most willing to do again?
- What activities do you enjoy?
- Doing what activities you forget about the whole world?
- What activities influence your life positively?
- What activities do not tire you? On the contrary, they make you full of energy?



## Summary of work



## Competences on the labour market

- What does *success* mean to you?
- Who/What sort of person can be named *a man of success*? Are all people able to become one?

**“Success is the ladder that cannot be climbed with your hands in your the pocket”**

**Philip Wylie**

Now think why not all people achieve their goals and are successful.

***Research on job satisfaction: In your opinion which nationalities declare that they are satisfied with their professional work most?***

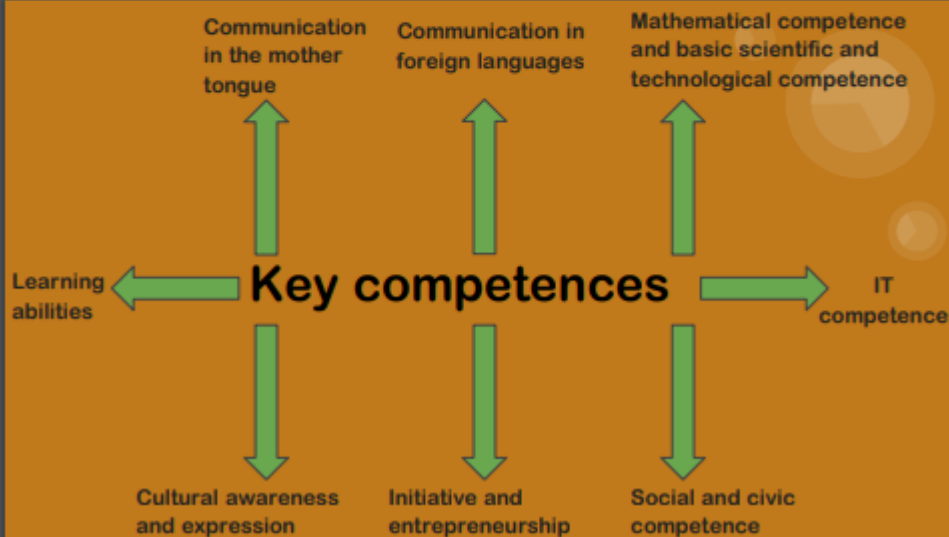
According to the European Commission survey from 2015, Danes and Finns declare the greatest satisfaction of work.

**Game: Competences on the labour market**

# Key competences

Key competences constitute a set of knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social integration and employment.

They represent a person's ability to apply his/her knowledge as well as personal, social and methodological skills at work and in the educational or professional career.



**4 Skills & 4 Steps to  
a Successful Career**

**Test: What is the level of  
my competences?**

**“Choose a job which you  
love and you will never  
have to work a day in  
your life”**

**Confucius**

**Done your job? Now reach the stars! - Is it worth working?**

**A trip back into your childhood**

- **What games did you like best, what roles did you play in these games?**
- **Did you like playing with children or rather you preferred to play alone?**
- **Do you remember who you wanted to become then?**

Is it worth working?

The hierarchy of needs



Motivation is the reason for people's actions, desires and needs. Motivation is also one's direction to behavior, or what makes a person want to repeat a behavior. An individual's motivation may be inspired by others or events or it may come from within the individual. Motivation has been considered one of the most important reasons that inspires a person to move forward.

## Fairy tale characters vs. jobs



**"Guess who you are" – a game**

**My plans on a thread trail**



## **CHAPTER 7**

# **“Creativity and Problem Solving”**



# FOCUS

– developing learning, life and interpersonal skills through a new form-teaching curricula for secondary students



24-28 September 2018  
Geniko Lykeio Agrias, Greece

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## *Orthodox Theological Seminary Cluj-Napoca Team*



Headmaster  
Liviu Vidican-Manci



Biology Teacher  
Delia Marcu



English Teacher  
Laura Bacila

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## Our school



## CREATIVITY AND PROBLEM SOLVING

Lesson 1: SOLVING PROBLEMS

Lesson 2: CREATIVITY

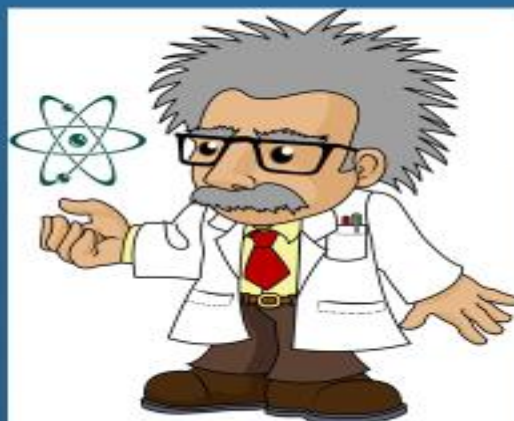
Lesson 3: CRITICAL THINKING

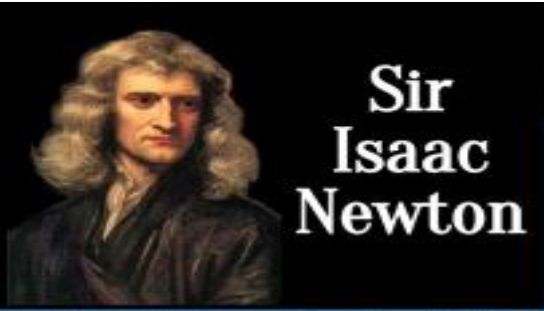
What is a problem?

Which are the steps needed to solve a problem?

How can you approach a problem?

# Who likes science?





Newton's laws of motion (x3)

Third law

*When one body exerts a force on a second body, the second body simultaneously exerts a force equal in magnitude and opposite in direction on the first body.*



# Theory

Lesson 1

## What is a Problem?

The Concise Oxford Dictionary (1995) defines a problem as:

*"A doubtful or difficult matter requiring a solution"*

and

*"Something hard to understand or accomplish or deal with."*

Write a problem you encountered in the last 2-3 days?

All problems have two features in common

GOALS

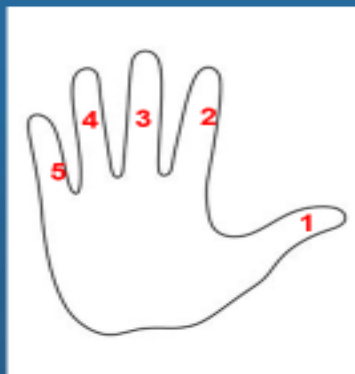
BARRIERS

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# Theory

Lesson 1

## The 5 steps for problem solving:



1

Identify the problem

2

Explore information and generate ideas

3

Select the best idea

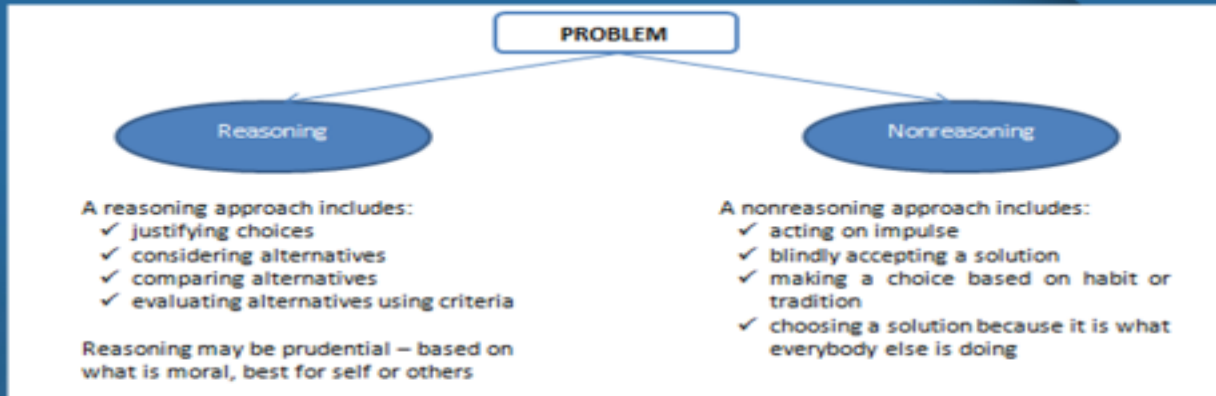
4

Decide on a solution and try it

5

Did it work?

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## Activity – team work

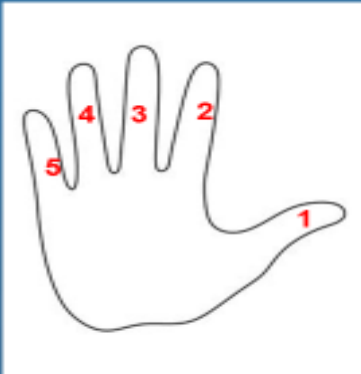
POSTER

### Create/ design a problem

<p>Nonreasoning alternatives:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul> <p>Etc.</p>	<p>Reasoning alternatives:</p> <ul style="list-style-type: none"><li>-</li><li>-</li><li>-</li></ul> <p>Etc.</p>
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- Which alternative do you consider is better and in which situations?
- Which approach involves the 5 steps for solving problems?

## LESSON 2: CREATIVITY



1

Identify the problem



Explore information and generate ideas

3

Select the best idea



Decide on a solution and try it

5

Did it work?

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## LESSON 2: CREATIVITY



What is creativity?

What is divergent and convergent thinking?

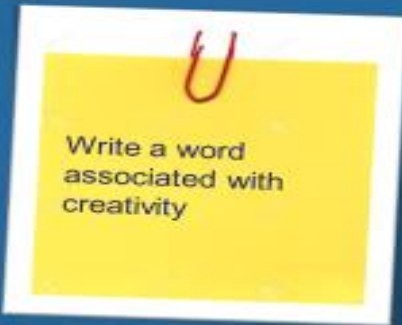
Which are the barriers for creativity?

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‘Creativity’.  
What does it mean?

Lesson 2



original

new

worthy

meaningful

useful

acting

engaging

exciting

different



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‘Creativity’.  
What does it mean?

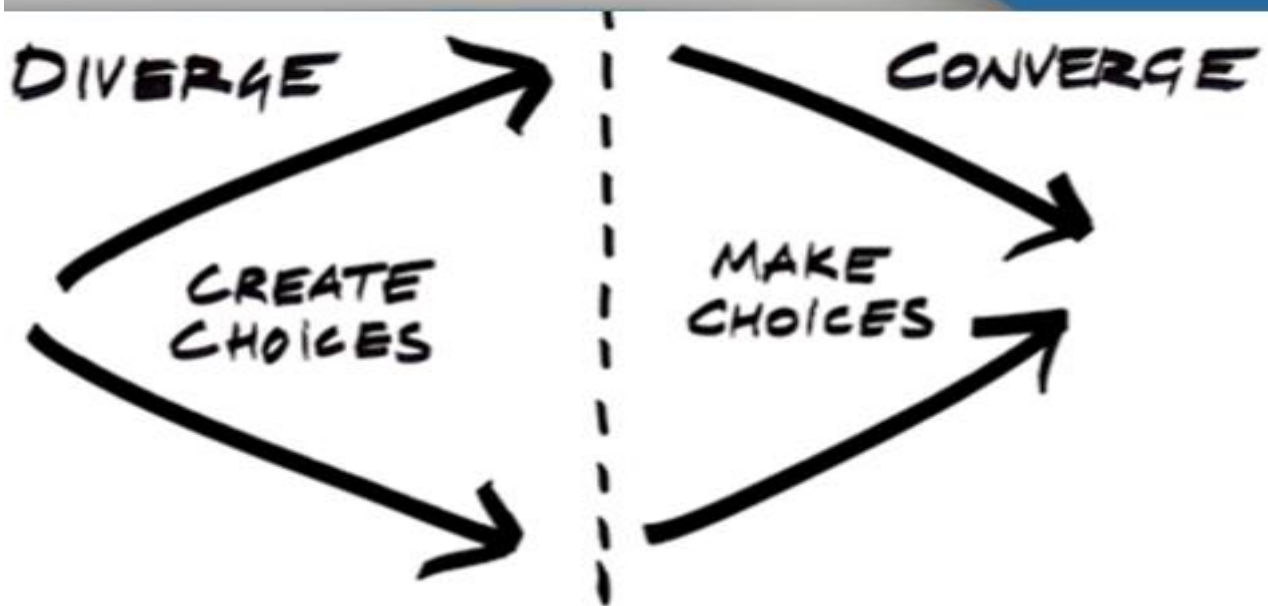
Lesson 2

# Creativity

The ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination

<http://dictionary.reference.com/>

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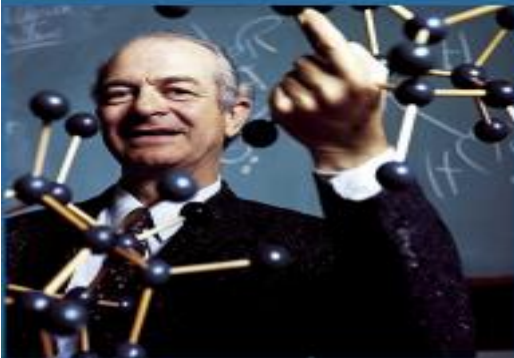
## Negative thinking

- My problem is different
- I have had that once
- Negative thinking
- Is to
- Is to new
- Is not practical



time →





*Linus Pauling*



## The multiple uses technique

A standard technique for developing creativity is to find multiple uses for ordinary objects. In other words, you are asked to go beyond conventional thinking in visualizing the potential uses for a standard object.



# Activity – team work

Lesson 2

1. There are 5 ordinary objects (each group will extract one)
2. Each team has a certain color post-it paper
3. You will have 10 minutes for this activity
  - Each group walks around the class and finds possible new usages of the chosen object and places the sticky paper with the usage discovered
4. You will present your findings to your colleagues

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# Activity – team work

Lesson 2

1. Paper clip



4. Pen/pencil



3. Book



2. Tyre



5. Plastic bottle



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# Activity – team work

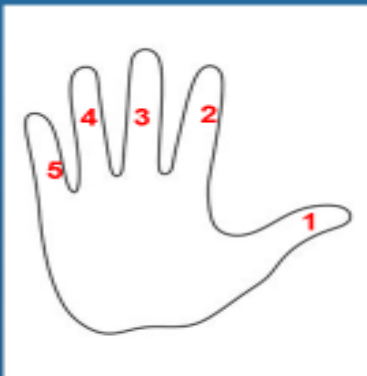
Lesson 2

## 10 minute sand timer



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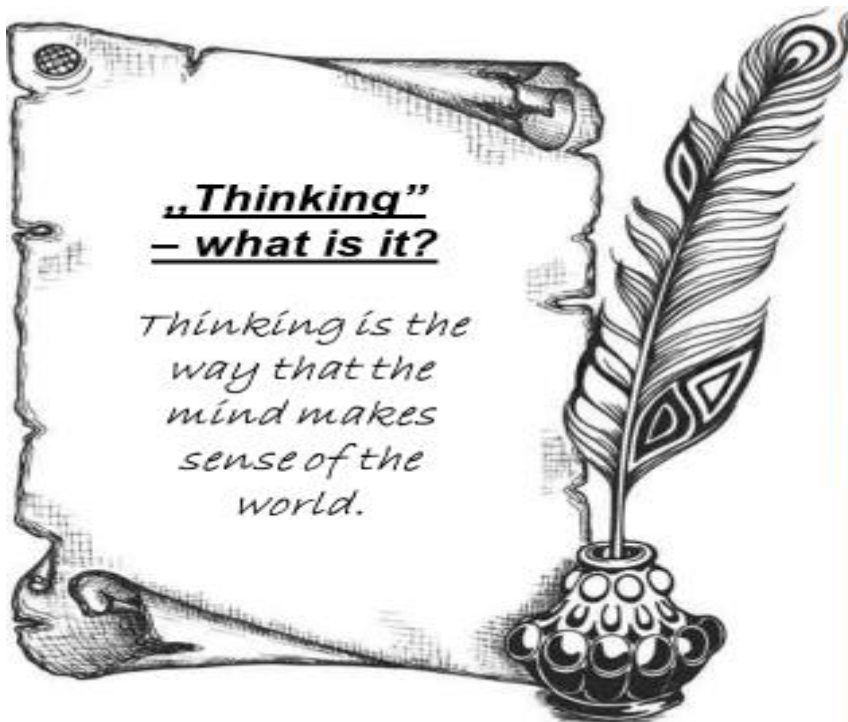
# LESSON 3: CRITICAL THINKING

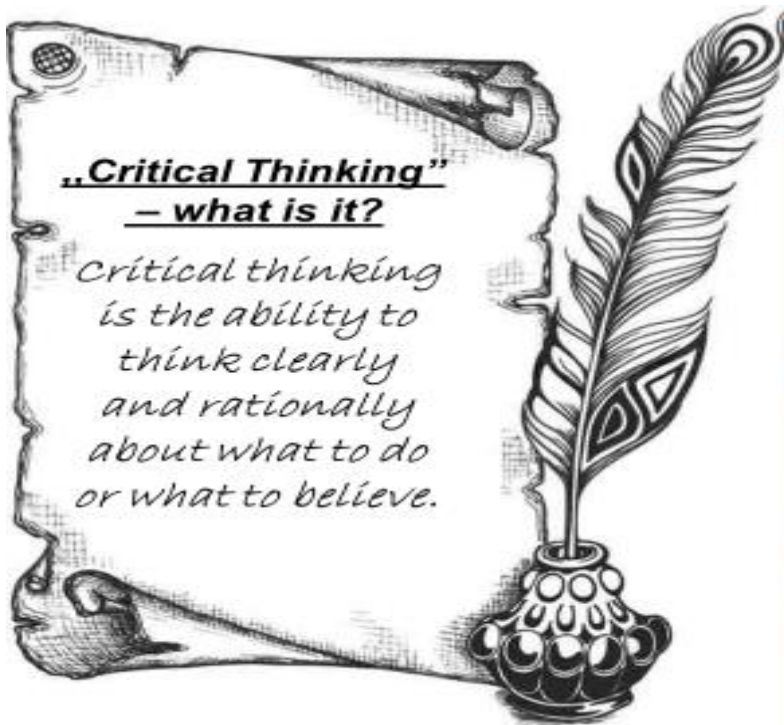


- 1 Identify the problem
- 2 Explore information and generate ideas
- 3 Select the best idea
- 4 Decide on a solution and try it
- 5 Did it work?

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- What is critical thinking?
- Which are the characteristics of critical thinking?
- Which are the 5 Key Steps to Critical Thinking?





→ Greek: *kritikos*  
(discerning judgment)

→ Latin: *criterion*  
(standards)

What is the difference between  
thinking & critical thinking?

**WARNING: THIS MAN IS NOT THINKING CRITICALLY!!**



Source: <http://profrodder.bomsa.net/tonywhims.htm>

## What are the characteristics of critical thinking?

Lesson 3

1. *It is rational & reflective.*
2. *It involves healthy, constructive skepticism.*
3. *It is autonomous.*
4. *It includes creative thinking.*
5. *It is fair thinking.*
6. *It focuses on what to believe & do.*

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## 5 Key Steps to Critical Thinking

Lesson 3

1. **Practice problem solving techniques**
2. **Stop wasting time**
3. **Redefine situations**
4. **Develop a sense of awareness**
5. **Analyze the influences in your life**



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# Activity – team work

Lesson 3

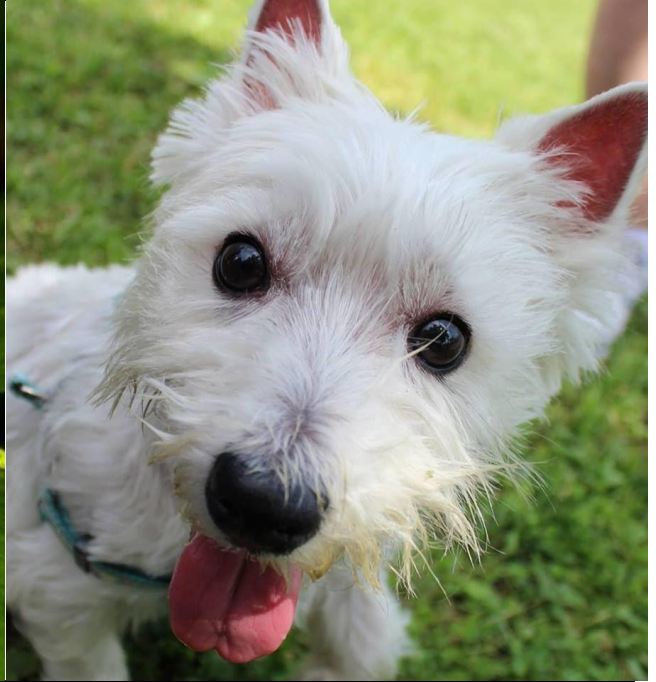
## Zoom

Zoom is a classic game that never seems to go out of style.

1. Students form a circle
2. Each student receives a unique picture of an object, animal or whatever else
3. Teacher begins a story that incorporates whatever happens to be on the assigned photo.
4. The next student continues the story, incorporating their photo, and so on.

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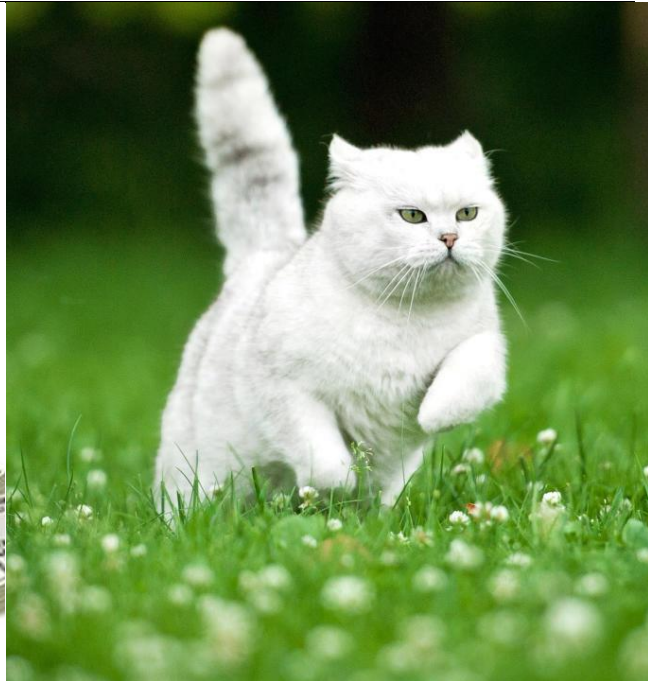


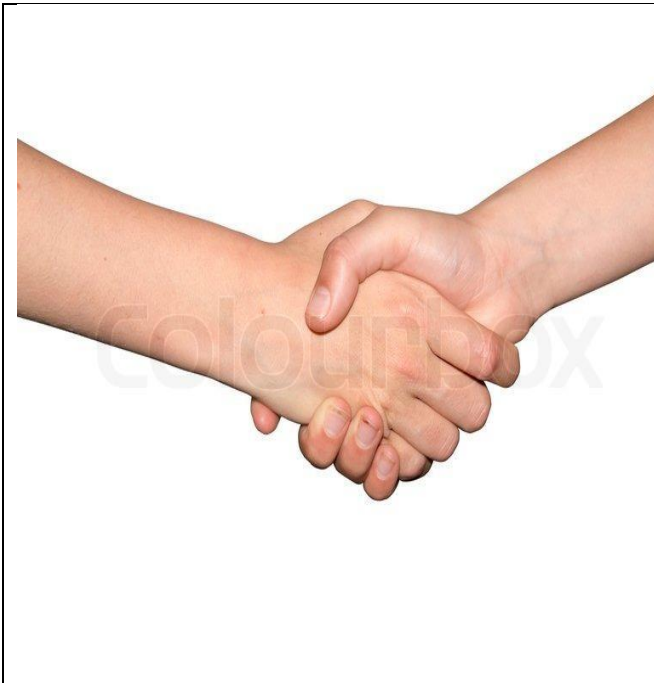






ByGoods.c









**1. Paper clip**



**2. Tyre**



**3. Book**



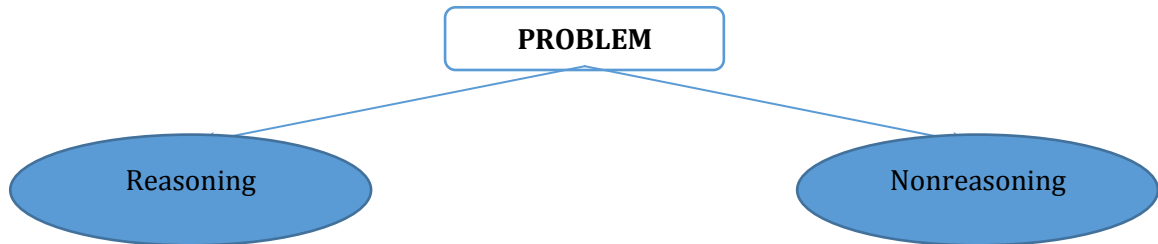
**4. Pen/pencil**



**5. Plastic bottle**



# Handout – Reasoning vs. nonreasoning



A reasoning approach includes:

- ✓ justifying choices
- ✓ considering alternatives
- ✓ comparing alternatives
- ✓ evaluating alternatives using criteria

Reasoning may be prudential – based on what is moral, best for self or others

Reasoning approach is used when

- time is required to make a choice
- situational and environmental factors, alternatives and consequences are considered
- accurate, relevant and reliable information is sought and evaluated
- values are examined and supported by facts
- a reasoned personal choice is made
- 
- the results are satisfactory for the decision maker and others
- the results promotes the well-being of self and others
- the decision is workable for the long-term consequences of the situation for self and others

A nonreasoning approach includes:

- ✓ acting on impulse
- ✓ blindly accepting a solution
- ✓ making a choice based on habit or tradition
- ✓ choosing a solution because it is what everybody else is doing

Nonreasoning approach is used when

- a choice is made without thinking
- situational and environmental factors, alternatives and consequences are not considered
- information is not actively sought
- values are not questioned or examined, facts are not used
- others decisions are not questioned
- results may be harmful to self and others
- the results may or may not promote the well-being of self and others
- the decision is usually not workable for long-term consequences of the situation



Newton's Third Law of Motion.mp4



What is critical thinking.mp4

## **CHAPTER 8**

# **“Emotional Intelligence”**

# Emotional intelligence/worksheets

## LESSON 1

### Five components of emotional intelligence

#### 1. Knowing one's emotions: Self-awareness

The ability to monitor your own feelings is important to psychological insight and self-understanding. People with an understanding of their feelings are better pilots of their lives.

Practice and training will lead to improvement in specific skills:

- Improvement in recognizing and naming own emotions
- Better ability to understand the causes of feelings
- Better recognition of the difference between feelings and actions

#### 2. Managing emotions

Handling feelings so they are appropriate is an ability that builds on self-awareness. People who are good at managing their emotions tend to get along with other people more easily. Practice and training will lead to improvement in specific skills: Better tolerance and anger management

- Better ability to express anger appropriately, without fighting
- Less aggressive or self-destructive behavior
- More positive feelings about self, school, and family
- Better ability to handle stress
- Less loneliness and social anxiety

### **3. Motivating oneself**

To control emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity

Practice and training will lead to improvement in specific skills:

- More responsibility
- Better ability to focus on the task at hand and at paying attention
- Less impulsiveness, more self-control
- Improved scores on achievement tests

### **4. Recognizing emotions in others**

Empathy is a fundamental "people skill". People who are empathetic are better at reading the social signals that indicate what others need or want.

Practice and training will lead to improvement in specific skills:

- Better ability to take another person's perspective
- Improved empathy and sensitivity to the feeling of others
- Better at listening to others

## **5. Handling relationships**

This is a skill in managing emotions in others. People who are good at handling relationships do well at anything that relies on interacting smoothly with others.

Practice and training will lead to improvement in specific qualities:

- Increased ability to analyze and understand relationships
- Better at solving problems in relationships
- More skilled at communicating
- More popular and outgoing
- More social and harmonious in groups
- More generous and helpful

### **Exercise**

Which range of emotions did you go through yesterday?

Maybe you felt like this? Or later on like this? Or maybe something like this?

In pairs: Take 2 minutes each to go through some of the emotions you felt yesterday.

## Definitions

- **Anger**: The strong feeling that you have when something has happened that you think is bad and unfair.
- **Fear**: The bad feeling that you have when you are in danger, when something bad might happen, or when a particular thing frightens you.
- **Sadness**: The feeling of being sad and the feeling of sorrow.
- **Disgust**: A strong feeling of dislike or disapproval for somebody/something that you feel is unacceptable, or for something that looks, smells, etc. unpleasant.
- **Happiness**: The state of feeling or showing pleasure or contentment.
- **Surprise**: A feeling of mild astonishment or shock caused by something unexpected.
- **Contempt**: The feeling that somebody/something is without value and deserves no respect at all



# LESSON 2

## Exercise

Frightened				
Confused				
Surprised				
Worried				
Jealous				
Angry				
Happy				
Lonely				
Proud				
Sad				
Calm				
Shy				

## The marshmallow test

This was exactly what the psychologist Walter Mischel wanted to find out in the marshmallow test! (during the 1960s at a pre-school on Stanford University Campus).

In the test an adult told four-year-old children that they could either have one marshmallow now or wait 15 minutes and get two.

- Would the children react impulsively and eat the marshmallow straight away? Or
- Would they practice self-control and wait to get one more?

### **Results of the marshmallow test:**

Some of the four-year-olds were able to wait for the second marshmallow, using different strategies (such as: covering their eyes, resting their heads in their arms, talking to themselves).

12-14 years later: The children who had practised self-control by waiting for the second marshmallow were doing better in many aspects of life:

- They were more socially competent
- personally effective
- self-assertive
- and better able to cope with the frustrations of life.

## **Exercise**

Think about a situation where you practised self-control (in school or at home).

- What did you think?
- What happened/what did you get out of it?

Think about one or more situations in the future where you would like to practice self-control.

- Describe the situation and why it is important to practice self-control in this particular situation. What will the reward or gratification be in the long run?

Talk together in pairs – share each others' input.

## **What to do in conflicts?**

**Situation** (what is the situation - and what does it make you feel?)

**Options** (what can I do about it?)

**Consequences** (what are the consequences of my options?).

**Solutions** (pick the right solution)

## **LESSON 3**

### Conflicts/Examples/exercise

Exercise

Try to solve the conflict: What can the person in the story do about the conflict?

## Conflict Scenario 1

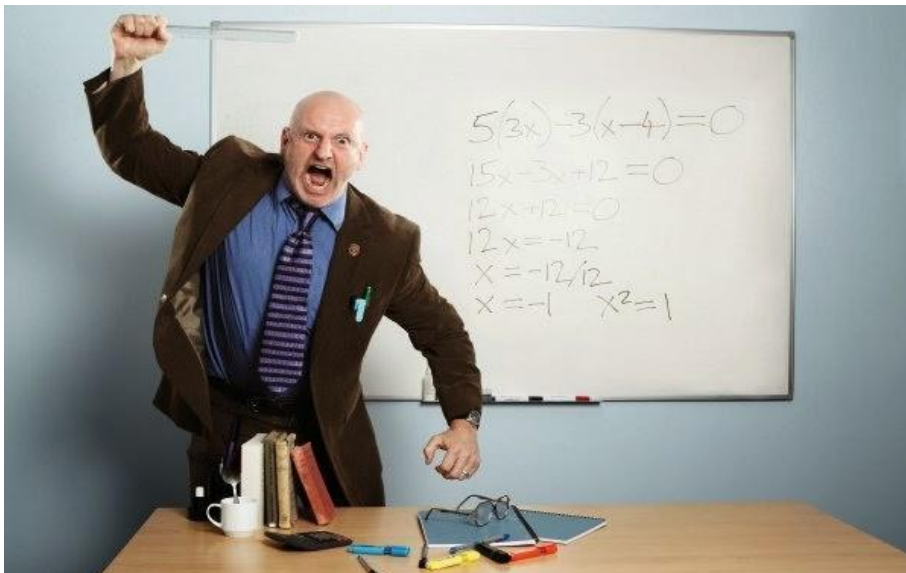


I was late for school because I had missed the bus. It wasn't a good morning: My mom and dad were busy because it was my little sisters' first day at her new school, and I was just about to leave – but then my sister asked me where I had put her school bag?:

"I had not taken her schoolbag – but she insisted that I had it last weekend. Well, I got late out the door, and I did not catch my bus!"

When I entered the classroom at 8:10 – only 10 minutes late - my teacher, Howard, screamed at me and said that he did not want to see me in his classroom. I don't think it was okay that he screamed at me! Even though I was late, it is not necessary to be that angry. But I did not say anything. I took a seat behind my desk in the classroom, and I was very quiet throughout the lesson. My teacher accepted my presence in the classroom – but I was angry because of my teacher's behavior"

In the break I talked to the other students in my class about the situation.



## Conflict Scenario 2



My parents still see me as a small child, but I am not 11 any more! I am 16 and my parents still don't accept that I would like to make decisions on my own. For example: They want me to watch television with them, even though it does not interest me at all! They also want to decide what I am doing in my spare time. I would like to start skateboarding, but my parents don't approve of that sort of activity. They are nice parents, though. But I would like them to respect me more than they do now.

I do not want to confront my parents because I love them. But I am often angry and sad, and my parents just seem to accept this attitude. This in turn makes me even more angry...

Think about how you might solve the problem.

## Conflict Scenario 3

Ellen is meeting her friend, Martha, at a café after school in order to prepare a presentation for their English Class the next day.

But Martha is 45 minutes late, and when she finally arrives, she brings a friend from work with her. Nothing serious was holding her up - she and her friend simply lost track of time. Ellen is furious about being kept waiting. What do you think would be the best way to deal with this situation, if you were Ellen?







# HANDOUT FOR STUDENTS

## **5 Components of Emotional Intelligence**

1. Knowing one's emotions: Self-Awareness
2. Managing emotions
3. Motivating oneself
4. Recognizing emotions in others
5. Handling relationships

# SLIDES FOR PRESENTATION



# Lesson 1

## IQ versus EQ

### IQ

Do you know the meaning of IQ?

# IQ= Intelligence Quotient

- It is a way to measure intelligence

Is it essential to have a high IQ to get an interesting career?

**Daniel Goleman would say:  
No!**

A high intelligence quotient is not the only factor

What is more important -  
according to Daniel  
Goleman is:  
EQ= Emotional Intelligence

## Daniel Goleman and emotional intelligence

Daniel Goleman:  
Emotional intelligence is very important for our future  
careers, social and personal lives!

# A definition of emotional intelligence

*"Emotional intelligence is the capacity to blend thinking and feeling to make optimal decisions — which is key to having a successful relationship with yourself and others.."*

Joshua Freedman

## 5 components of emotional intelligence

1. Knowing one's emotions: Self-Awareness
2. Managing emotions
3. Motivating oneself
4. Recognizing emotions in others
5. Handling relationships



## 1. Knowing one's emotions: Self-awareness



The ability to monitor your own feelings is important to psychological insight and self-understanding. People with an understanding of their feelings are better pilots of their lives.

Practice and training will lead to improvement in specific skills:

- Improvement in recognizing and naming own emotions
- Better ability to understand the causes of feelings
- Better recognition of the difference between feelings and actions

## 2. Managing emotions



Handling feelings so they are appropriate is an ability that builds on self-awareness. People who are good at managing their emotions tend to get along with other people more easily.

Practice and training will lead to improvement in specific skills:

- Better tolerance and anger management
- Better ability to express anger appropriately, without fighting
- Less aggressive or self-destructive behavior
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Practice and training will lead to improvement in specific skills:

- More responsibility
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- Less impulsiveness, more self-control
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## 4. Recognizing emotions in others



Empathy is a fundamental "people skill". People who are empathetic are better at reading the social signals that indicate what others need or want.

Practice and training will lead to improvement in specific skills:

- Better ability to take another person's perspective
- Improved empathy and sensitivity to the feeling of others
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## 5. Handling relationships

This is a skill in managing emotions in others. People who are good at handling relationships do well at anything that relies on interacting smoothly with others.

Practice and training will lead to improvement in specific qualities:

- Increased ability to analyze and understand relationships
- Better at solving problems in relationships
- More skilled at communicating
- More popular and outgoing
- More social and harmonious in groups
- More generous and helpful



## Exercise

Which range of emotions did you go through yesterday?

Maybe you felt like [this](#)? Or later on like [this](#)? Or maybe something like [this](#)?

In pairs: Take 2 minutes each to go through some of the emotions you felt yesterday.



## Brief recap in class

Which emotions did you experience?

Is it always easy to name the emotion (to find a word that describes it) you are feeling?

## Adjectives describing emotions

Find a new partner and describe the meaning of these adjectives of emotions in pairs

- Anger:
- Fear:
- Sadness:
- Disgust:
- Happiness:
- Surprise:

Compare with dictionary definitions: (Handout)

## Adjectives describing emotions

- Anger:
- Fear:
- Sadness:
- Disgust:
- Happiness:
- Surprise

Find a new partner: Practice making faces that correspond to the emotions above. (Feel free to exaggerate!). Focus on the expression on your faces.

## Returning to theory...

### 5 components of emotional intelligence

**Which of these elements have we been practising?**

1. Knowing one's emotions: Self-Awareness
2. Managing Emotions
3. Motivating oneself
4. Recognizing emotions in others
5. Handling relationships

Being able to identify different kinds of feelings,  
makes them easier to handle



# Lesson 2

Exercise.

Use scissors and glue to match the faces with the corresponding feelings on posters



## The marshmallow test

You will now be given a marshmallow: Will you eat it now, or will you be able to wait about 10 minutes in order to get one more?



## The marshmallow test

This was exactly what the psychologist Walter Mischel wanted to find out in the marshmallow test! (during the 1960s at a pre-school on Stanford University Campus).

In the test an adult told four-year-old children that they could either have one marshmallow now or wait 15 minutes and get two.

- Would the children react impulsively and eat the marshmallow straight away?  
Or
- Would they practice self-control and wait to get one more?

The marshmallow test: <https://www.youtube.com/watch?v=Yo4WF3cSd9Q>

## Results:

Some of the four-year-olds were able to wait for the second marshmallow, using different strategies.

12-14 years later: The children who had practised self-control by waiting for the second marshmallow were doing better in many aspects of life:

- They were more socially competent
- personally effective
- self-confident
- and better able to cope with the frustrations of life.

## What can we learn from the experiment?

Critique: The study seems very deterministic – Self-control can be learned!

It is important to develop self-control from an early age.

Perhaps you can now get one more marshmallow?

## Exercise:

Think about a situation where you practised self-control (in school or at home).

- What did you think?
- What happened/what did you get out of it?

Think about one or more situations in the future where you would like to practice self-control.

- Describe the situation and why it is important to practice self-control in this particular situation. What will the reward or gratification be in the long run?

Individual reflection

Talk together in pairs – share each others' input.

## Returning to theory...

### 5 components of emotional intelligence

#### Which of these elements have we been practising?

1. Knowing one's emotions: Self-Awareness
2. Managing Emotions
3. Motivating oneself
4. Recognizing emotions in others
5. Handling relationships

## What to do in conflicts? (SOCS)

Situation (what is the situation - and what does it make you feel?)

Options (what can I do about it?)

Consequences (what are the consequences of my options?).

Solutions (pick the right solution)



# Lesson 3

## Conflict Cases

Each group receives a conflict scenario/case.

You have 20 minutes to discuss the scenario and to prepare a role play where you present the conflict - as well as a possible solution to the conflict.

**Keep the following terms in mind:**

Situation (what is the situation - and what does it make you feel?)

Options (what can I do about it?)

Consequences (what are the consequences of my options?).

Solutions (pick the right solution)

## Test

What did you learn today, and how can you use it in the future?

Individual reflections in writing (handout)

## **CHAPTER 9**

### **“Making your life green”**





Erasmus+ Strategic Partnership  
FOCUS - Developing Learning, Life and Interpersonal Skills through a  
New Form-teaching Curricula for Secondary Students  
Ref. no. 2017-1-RD01-KA219-037143



# The Ecological Footprint

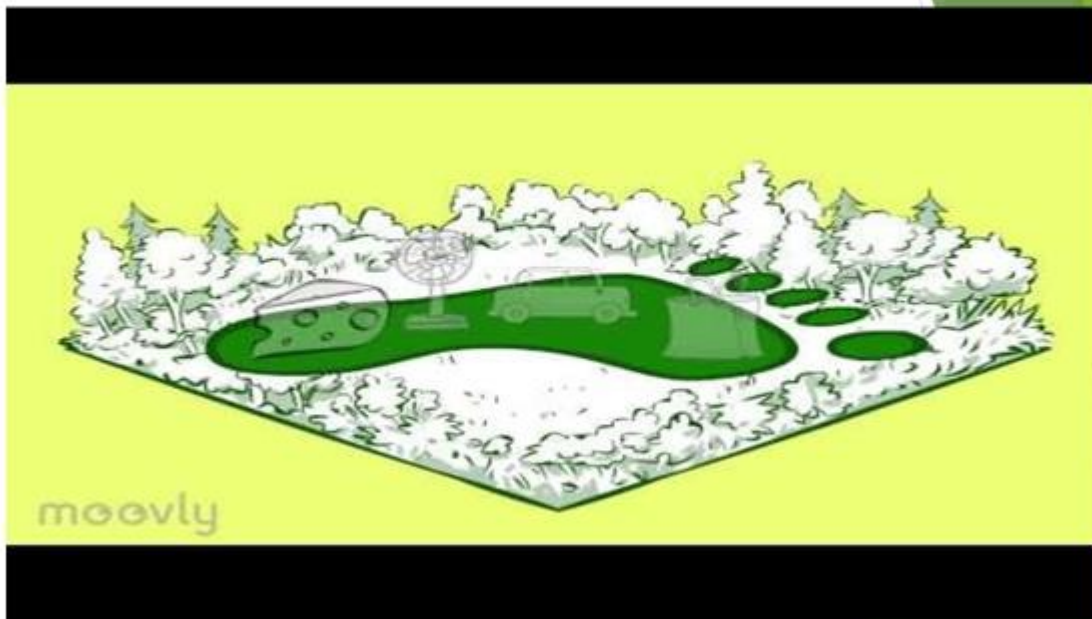
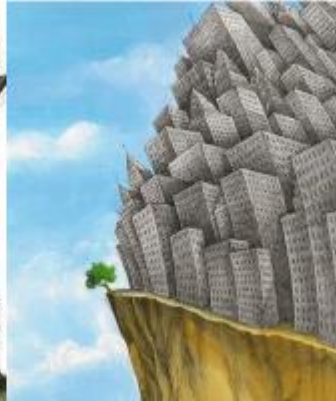
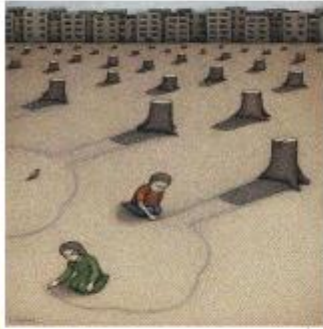
Making your life green

"Ana Aslan" Technical College, Cluj-Napoca, Romania

## What is the Ecological Footprint



What is the  
Overshoot day?



The Ecological Footprint measures how much nature we have and how much nature we use.

## The Ecological Footprint

MEASURES

how fast we consume resources and generate waste



Energy

Settlement

Timber & Paper

Food & Fiber

Seafood

COMPARED TO

how fast nature can absorb our waste and generate new resources.



Carbon Footprint

Built-up land

Forest

Cropland & Pasture

Fisheries



**EARTH OVERSHOOT DAY:**  
**AUG. 1, 2018**

## The Ecological overshoot

- ▶ The world's ecological deficit is referred to as **global ecological overshoot**. Since the 1970s, humanity has been in ecological overshoot, with annual demand on resources exceeding what Earth can regenerate each year.
- ▶ Today humanity uses the equivalent of 1.7 Earths to provide the resources we use and absorb our waste. **This means it now takes the Earth one year and six months to regenerate what we use in a year.** We use more ecological resources and services than nature can regenerate
- ▶ Both the Ecological Footprint and biocapacity are expressed in **global hectares**
- ▶ <http://data.footprintnetwork.org/#/>

### Country Overshoot Days 2018

When would Earth Overshoot Day land if the world's population lived like...

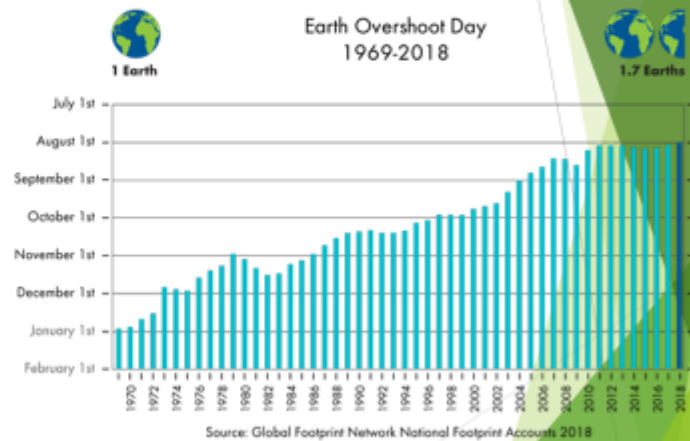


Source: Global Footprint Network National Footprint Accounts 2018



## Earth Overshoot Day

- ▶ It marks the date when we have used more from nature than our planet can renew in the entire year.
- ▶ Earth Overshoot Day has moved from late September in 2000 to August 1 in 2018.



## Tasks:

- ▶ Calculate your Ecological footprint using the online Ecological Footprint calculator
  - ▶ [www.footprintcalculator.org](http://www.footprintcalculator.org)
- ▶ Answer the following questions
  - ▶ How many planets do we need if everybody lived like you?
  - ▶ When is your personal Overshoot Day?
- ▶ Compare your Ecological Footprint with the Earth Ecological Footprint.
  - ▶ <http://data.footprintnetwork.org/>
- ▶ Compare your Overshoot day with your country's Overshoot day 2018
  - ▶ <https://www.overshootday.org/newsroom/country-overshoot-days/>
- ▶ Propose 3- 4 changes in order to reduce your Ecological Footprint and #MoveTheDate 5 days each year, to get out of global overshoot by 2050.
- ▶ Repeat the calculation of your Ecological Footprint after 5- 6 month.

## How to reduce the Ecological Footprint?

- ▶ Using sustainable transport
- ▶ Drive more efficiently
- ▶ Improving home energy efficiency
- ▶ Plant a tree
- ▶ Recycling and composting
- ▶ Think about "food miles" by eating locally grown foods.
- ▶ Reduce beef and dairy intake,
- ▶ Reduce water usage in the home.
- ▶ Using sustainable transport

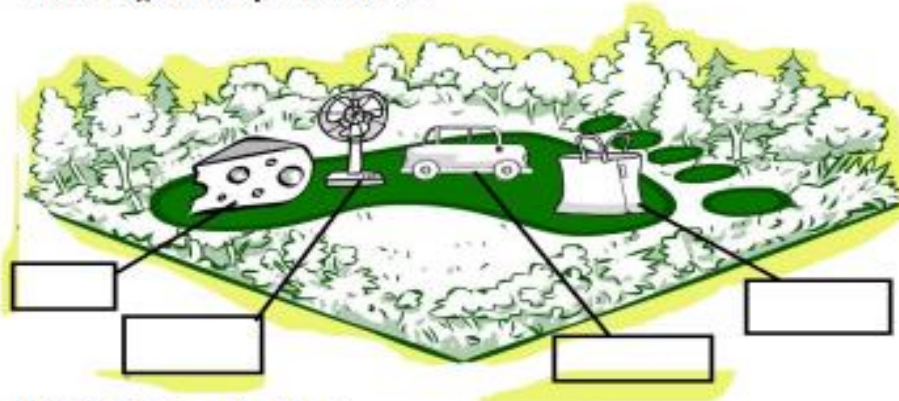


Make your Ecological Footprint green!



## The Ecological Footprint

### 1. The Ecological Footprint contains:



### 2. What is the Overshoot day?



- It marks the date we have used more from nature than our planet can renew in the entire year.

### 3. How is your Ecological Footprint calculated?

Use the on-line calculator: [www.footprintcalculator.org](http://www.footprintcalculator.org) and find out!

### 4. At this moment, it takes the Earth one year and six months to regenerate what we use in a year.





Ministerul Educației Naționale  
 Inspectoratul Școlar Județean Cluj  
 Colegiul Tehnic Ana Aslan Cluj-Napoca  
 Cluj-Napoca, str. Decebal nr.41



Erasmus+

Erasmus+ Strategic Partnership

**FOCUS** – Developing Learning, Life and Interpersonal Skills through a New Form-teaching Curricula for Secondary Students



Ref. no. 2017-1-RO01-KA219-037143



### 1.7 Earth

How many planets do we need if everybody would live like you?



### 5. When is your personal Overshoot Day?





Ministerul Educației Naționale  
Inspectoratul Școlar Județean Cluj  
Colegiul Tehnic Ana Aslan Cluj-Napoca  
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Ref. no. 2017-1-RO01-KA219-037143

6. Compare your Overshoot day with the Earth's Overshoot day!  
Color your footprint in **GREEN** if your value is after August 1<sup>st</sup> or in **RED** if  
your value is before August 1<sup>st</sup>



You can take steps to chip away at your impact on the planet. If everyone committed to #MoveTheDate 5 days each year, we could get out of global overshoot by 2050.

7. How to reduce the Ecological Footprint? Please propose min 5 ways to reduce it:

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# THE PLASTIC FOOTPRINT





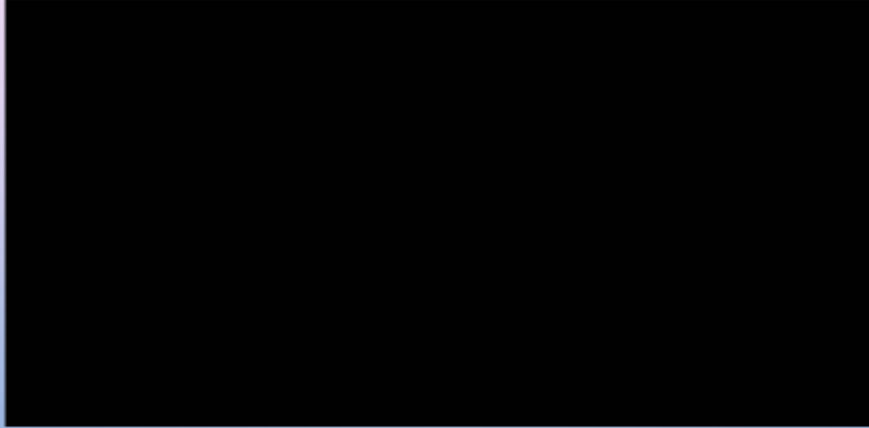


## PLASTIC FOOTPRINT CALCULATOR

- [HTTPS://SECURE.GREENPEACE.ORG.UK/PAGE/CONTENT/PLASTICS-CALCULATOR](https://secure.greenpeace.org.uk/page/content/plastics-calculator)

## ‘THE BLUE PLANET EFFECT’

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=XLX4FV  
SYDTI](https://www.youtube.com/watch?v=XLX4FVSYDTI)



## QUIZ ABOUT PLASTIC POLLUTION

- [HTTPS://WWW.PLASTICPOLLUTIONCOALITION.ORG/PFT/2016/4/21/QUIZ-TEST-  
YOUR-KNOWLEDGE-ABOUT-PLASTIC-POLLUTION](https://www.plasticpollutioncoalition.org/pft/2016/4/21/quiz-test-your-knowledge-about-plastic-pollution)

Things I knew about PP before today	Things I have just found out about PP	Things I could do to change my habits

## HOW TO REPLACE PLASTIC ?

[HTTPS://WWW.FACEBOOK.COM/WENEEDTHISBYATTN/VIDEOS/199387800563093/](https://www.facebook.com/weneedthisbyattn/videos/199387800563093/)

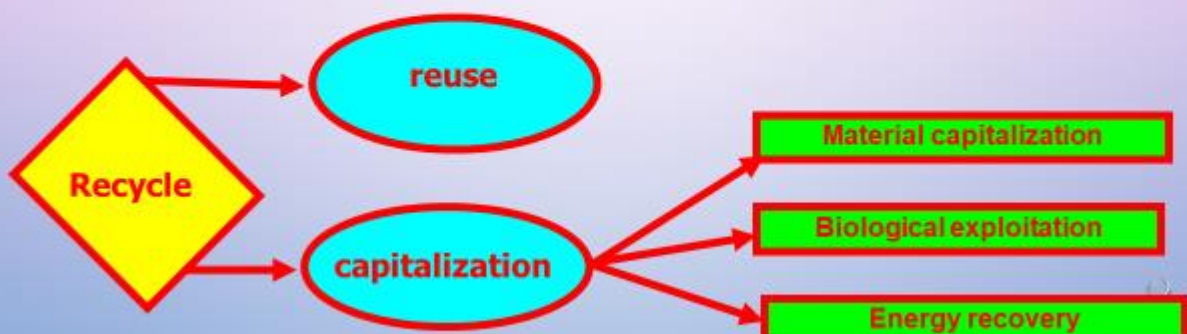
5 things we should use  
**TO SAVE THE PLANET**



© 2010 WASTE SHOPPING AT THE FARMERS MARKET... THE GIRL, GONE GREEN VIA YOUTUBE



## WASTE RECYCLING





## WASTE CAPITALIZATION

- **MATERIAL CAPITALIZATION** - INVOLVES SUBSTITUTION OF RAW MATERIALS; THE WASTE BEING USED AGAIN BECAUSE OF ITS MATERIAL CHARACTERISTICS, EXCEPT FOR ITS IMMEDIATE USE AS FUEL FOR ENERGY GENERATION.
- **BIOLOGICAL CAPITALIZATION (COMPOSTING, FERMENTATION)** - IS A MATERIAL RECOVERY OF ORGANIC RESIDUES, WHETHER IT IS A TREATMENT PERFORMED ACCORDING TO THE INDUSTRIAL STANDARDS OF HIGH-TECH INSTALLATIONS, OR LOCATED IN PRIVATE HOUSEHOLDS, COMMUNAL ADMINISTRATIONS OR PRIVATE GARDENS, WHERE CAPITALIZATION IS DONE FOR OWN NEEDS (HOUSEHOLDS: EG COMPOSTING, ANIMAL FEEDING)
- **ENERGY RECOVERY** - INVOLVES THE USE OF WASTE AS A SUBSTITUTE FUEL FOR ENERGY.

## ADVANTAGES OF RECYCLING WASTE

- CONSERVATION OF NATURAL RESOURCES
- REDUCING THE STORAGE SPACE
- PROTECTING THE ENVIRONMENT



## RECYCLABLE MATERIALS

- THE MOST IMPORTANT RECYCLABLE MATERIALS ARE:
  - PAPER
  - GLASS
  - METALS
  - PLASTIC MATERIALS
  - TEXTILES
- IN ADDITION, ARE ADDED THE SO-CALLED "DRY" MATERIALS, GARBAGE CONTAINING, DEPENDING ON THE STRUCTURE OF THE DWELLING AND THE SEASON, A CONSIDERABLE PART OF ORGANIC MATERIAL (ORGANIC AND GREEN WASTE FROM HOUSEHOLDS AND BUSINESSES). THIS FRACTION CAN BE COMPOSTED AND USED AS A FERTILIZER AND AS A MEANS OF SOIL IMPROVEMENT BY INTRODUCING SUBSTANCES INTO THEIR NATURAL CIRCUIT

## OBTAINING BIODEGRADABLE FILM



„ANA ASLAN” TECHNICAL COLLEGE  
CLUJ-NAPOCA, ROMANIA

Teacher: Mrs Silvia Turean



## WORKSHEET OBTAINING BIODEGRADABLE FILM



**The purpose of the work:** Obtaining film of biodegradable gelatin and glycerin

**Needed tools:** palette, Berzelius beakers, graduated cylinder, funnel, glass, shaker wand, pipettes, scales, watch glasses

**Needed raw materials:** gelatin, glycerin, natural dye from beetroot, distilled water

**Mode of work:**

- > in a beaker introduce 4 grams of gelatin and 50 ml glycerin solution 1%
- > shake the mixture obtained
- > heat the mixture obtained to 95°C
- > shake again to complete the solubilizing of gelatine
- > slowly pour the solution obtained on a tray
- > color with the natural dye from beetroot
- > dry at room temperature
- > observe the biodegradability of the film compared to the non-degradable films



## Requirements:



- Do the laboratory practice
- Comply with health and safety standards at work
- Observe the biodegradable film obtained compared to other non-degradable films
- Write the observations in the table below after 1, 2, 3, 4 months

Nr. crt.	Duration of degradation	Date	The degree of degradation [ % ]
1.			
2.			
3.			
4.			



## SOLUBILIZING GLYCERIN



## TINTING



## DRYING OF BIODEGRADABLE FILM



## DECOMPOSITION OF BIODEGRADABLE FILM



## Results in 2017-2018 school year

<b>Nr. crt.</b>	<b>Duration of degradation</b>	<b>Date</b>	<b>The degree of degradation [ % ]</b>
<b>1.</b>	<b>60 days</b>	<b>December 2014</b>	<b>20 %</b>
<b>2.</b>	<b>90 days</b>	<b>January 2015</b>	<b>45 %</b>
<b>3.</b>	<b>120 days</b>	<b>February 2015</b>	<b>70 %</b>
<b>4.</b>	<b>150 days</b>	<b>March 2015</b>	<b>95 %</b>

## CONCLUSIONS

- **The Biodegradable Film was prepared in the laboratory from natural raw materials: gelatin, glycerin natural dye from beetroot, distilled water.**
- **We monitored the level of degradation of biodegradable film for over 150 days. Degradation of biodegradable film was observed after 60, 90, 120 daysl. After 150 days the degradation was total.**
- **The experiment demonstrates the opportunity of using biodegradable made materials from renewable raw materials, such as polymers to reduce environment pollution.**
- **These materials either dispersed or they degraded in the environment under the action of external agents: light radiation, absorbtion of water, oxygen, enzymatic attack or they were decomposed by microbial degradation into their basic elements: CO<sub>2</sub>, H<sub>2</sub>O and biomass in a global cycle without creating any environmental problems and without requiring high costs.**

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**FOCUS** – Developing Learning, Life and Interpersonal  
Skills through a New Form-teaching Curricula for  
Secondary Students



Ref. no. 2017-1-RO01-KA219-037143

#### Worksheet on Plastic Pollution

Things I knew about PP before today	Things I have just found out about PP	Things I could do to change my habits

#### Resources:

- Online calculator on Plastic Footprint: <https://secure.greenpeace.org.uk/page/content/plastics-calculator>
- Class Survey: <http://www.plasticpollutioncoalition.org/pft/2016/4/21/quiz-test-your-knowledge-about-plastic-pollution>
- 'The Blue Planet Effect' video: <https://www.youtube.com/watch?v=xLx4V5YdTI>



# MAKING YOUR LIFE GREEN:

# PRACTICAL APPLICATION



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## STEPS

- \* Divide students into groups
- \* Each group is assigned a type of material
- \* Choose a place in the garden and dig a pit
- \* Each group deposits the material into the pit
- \* Cover with earth
- \* Label each area
- \* Plant the FOCUS tree 😊

Class 10 A says HI!!!! 😊





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## **CHAPTER 10**

# **“Manage and cope with Emotions and Stress”**

# **WORKSHEET OF LESSON 1**

## **UNDERSTANDING EMOTIONS**

1. What is coming to your mind by saying emotions, feelings, moods?
2. Which purpose do you think that the existence of emotions serves?
3. How do the emotions contribute to our survival and prosperity?
4. Can we hide our emotions?
5. Can you name any emotions in your daily life? Which do you think are the emotions that appear involuntarily?
6. Do the emotions differ according to the culture? Give some examples.
7. How do we respond to different emotions?

## QUESTIONS ABOUT THE VIDEO OF THE 1st LESSON

1. According to your point of view, how does the athlete feel at the beginning of the race?
2. What do you think the athlete feels at the moment of his injury?
3. How do you suppose that his father feels at the moment of the collapse of his son?
4. Why do you think the athlete decides to go on?
5. Why do you think his father decides to support him?



## **WORKSHEET OF LESSON 3**

### **EMOTIONAL ACCEPTANCE-TRY TO COPE WITH EMOTIONS AND STRESS**

#### **EMOTIONAL ACCEPTANCE-QUESTIONS ABOUT THE VIDEO OF THE 3rd LESSON**

1. How could the emotions be separated?
2. Which one is toxic: the emotional rigidity or the emotional agility? Why?
3. Is the denial of emotions useful to our lives? Why?
4. Which emotions do we usually try to put aside?
5. What percentage (1/...) of people, at the research of the speaker, judge themselves for having the so called "bad emotions"?  
Give some examples of some considered to be "bad emotions".
6. In our lives, to whom we try to put aside "bad emotions"?
7. What is nowadays the motto to be correct?  
Being: .....  
Try to give 2 examples
8. Does the denial of emotions work?  
What do the so called "negative emotions" get if they are pushed aside or ignored?
9. Which may be the 2 things that matter in order to cope with emotions?



## **STRESS**

1. What is stress? Is it always bad?
2. What could possibly stress you? Is it normal?
3. Choose a hypothetical stressful situation and to present how to better deal with
4. Write down and propose some actions at your school, that could possibly help you to overcome stress conditions