

LESSON PLANS

Estonia, Greece, Italy, Lithuania,
Poland, Romania, Turkey

&

ERASMUS+ project
Riding the Rainbow to a Better Future

WORKSHEETS



Co-funded by the
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To a Better Future



Acknowledgement

We would like to thank the European commission for the opportunity to carry out this project. We would also like to express gratefulness to our National agencies, the Heads of each of our Institutes, the businesses and NGOs we worked with, our colleagues, the many people in our communities who supported and worked with us and lastly to our students. We hope you've learnt skills that will help you to continue your education and make better decisions in and for your future .

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Prologue

This partnership was started under the Erasmus+ KA2 : Cooperation for innovation and the exchange of good practices in the field of Strategic Partnerships for school education. Our main objective was to introduce our students to the world of entrepreneurship and professions through simple everyday topics. We wanted to exchange and develop teaching skills that meet modern day demands and to help our students develop 21st century dexterities.

We believe we have succeeded in achieving most of our aims and goals. It was not easy. Most of our students were 12-13 years old when this project began. It was difficult for them to completely understand financial and economic terms. After three years of hard work for them, for our colleagues and for ourselves we deem to have met the challenge.

The worksheets we have created can be used as a course, as units or individually, especially for project work. They each deal with simple topics in everyday. Although at first glance it may seem that they are not connected, they were all used and developed to lead students to a basic knowledge of how they can use these everyday topics to start a business. These topics were colour coded into modules thusly:

Red for our identity and characteristics, to teach tolerance and cooperation

Orange for food and eating habits in today's world

Yellow for entertainment units

Green for natural and man-made environment

Blue for education, pedagogical development &, use of ITC in the classrooms.

Indigo for Leisure activities such as sports, games and music.

Violet for Myths and legends

We hope that by sharing them, other educators will find them useful. For more of our worksheets you can visit



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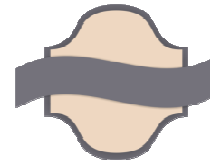
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A7 Labelling people

Aims:

- analysis of the phenomenon of labeling people because they belong to a particular group
- reflections on the stereotypical perceptions of different groups and their representatives
- reflections on the students' identity
- The experience of labeling someone because they belong to a particular group.



Materials:

- paper,
- paper tape or sticky notes,
- pens,
- wastepaper basket

Description:

Step 1

Individual work (5-10 min.)

Students have to write 5 positive and 5 negative characteristics, usually attributed to them. Then they choose a trait/feature which according to them is the most embarrassing or unfair. The teacher tells them to write the trait/feature on a sticky note or paper tape and label it to their clothes. Teacher emphasizes that that the label can cause discomfort, but it is an important element of the exercise.

Step 2

Walk (10min.)

Then the students stand in the center of the room and take part in the “ features fair” during which they will have the opportunity to meet other people who wear different labels. Participants move around the room and read the labels. They can also ask questions and ask for a brief justification for the choice.



Discussion and evaluation

Group discussion (5-10 min.)

Teacher asks participants to return to their seats and to remove the labels. Students answer the following questions:

- How did you feel walking around the room with a label glued to your clothes?
- How did this affect your mood?
- Which part of the exercise was the most difficult for you?
- What is the phenomenon of labeling?
- What would be the consequences of labeling people?
- Are you experienced a labeling in your life? How did you feel?
- Do you use "labels" to describe other people? In what way is this helpful?

Additional Information

The labels could start the stereotypical thinking and perceptions of other participants through the prism of stereotypes. Some participants may require support - take care of them. At the end of the exercise you can introduce an element of "disenchantment of the group". Put a wastebasket in the center of the room. Tell the participants who felt badly with their labels to throw them into the bin. Anyone who wants to do it throws the label commenting why he/she does not like this feature.

The task can be done in a group of teachers.



A13 My attributes - Facilitators

Materials Needed: board (to brainstorm) worksheets activity A13 1-4,

Time: 3-4 teaching periods

Group size: 10-30 students

Process

Lesson 1:

Handout worksheet 1. This can be done beforehand as a homework assignment. Explain that what some people perceive as weak others may see as strong and vice versa. Emphasize that there are no correct answers. Once the worksheets have been collected put them aside. They will be needed as reference later on.

Lesson 2:

Start a discussion with students about occupations. Ask them to name basic requirements that all jobs have (education- training) . Explain that most jobs and professions are characterized by certain characteristics. All societies need both blue collar and white collar workers. Tell them to imagine that they are starting a new town and that they must decide what occupation will be needed to help sustain the town at first and then to aid it to grow. Brainstorm ideas for a few minutes. Put students in groups. Handout worksheet 2. Ask them to write as many occupations as they can think of that meet the criteria you were discussing. They should start with the most absolutely necessary jobs and end with the ones that are not necessary but make life fun. When every group has finished, write the jobs on the board and discuss. Give and ask for feedback from all groups.

Lesson 3:

Tell students: I am a teacher. Do you think it's an easy job? Discuss. Ask them to tell you what they think is the most difficult part of being a teacher. Write some of these ideas on the board. Ask "what do you think a good teacher should be like?" Can you tell me with just one word. Discuss for 2-3 minutes. It's OK if students call out. Write down the characteristics they mention. Handout worksheet 3. Tell the students to



refer to the list of occupations they created in the previous worksheet. They must jot down the characteristics they believe every occupation should have in order to be good at their job. They can refer to the characteristics from the lists of the personality and self awareness questionnaires they have done.

Lesson 4:

Ask students if they have thought about future occupations. What would they like to do in the future. Handout worksheet 4- one for each student. Explain the directions.

Give students 10-15 minutes to fill in the worksheet. Allow them to communicate with each other if they like.

When everyone has finished hold a relaxed discussion with what they thought about the exercise. Was it easy or difficult? Discuss.

Homework

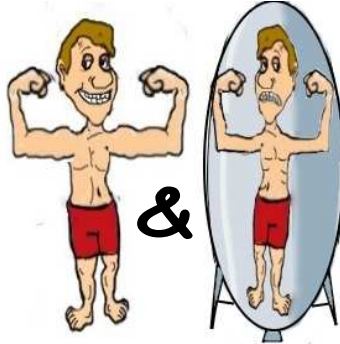
Tell students that you want them to make a list of the adjectives with a question mark. When they have completed the list they must bring it to school and put it along with Worksheet 4 in their folder/portfolio. Do not say anything else. They will need these worksheets for future reference.

Follow up: Explain that by establishing goals we make our life easier. Read the directions of worksheet 5 and give students examples if needed. Ask them to think carefully and fill in the chart based on what they want to do in the future.

The chart should be put into student's portfolio and updated at set intervals.



My Strengths



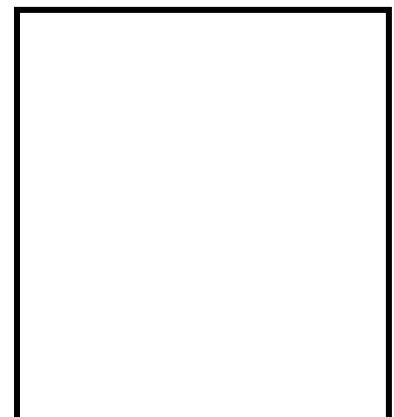
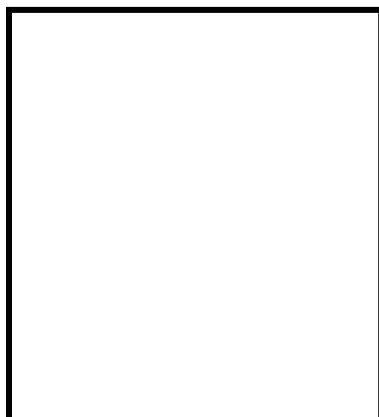
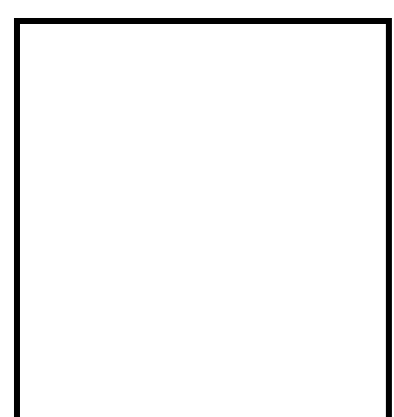
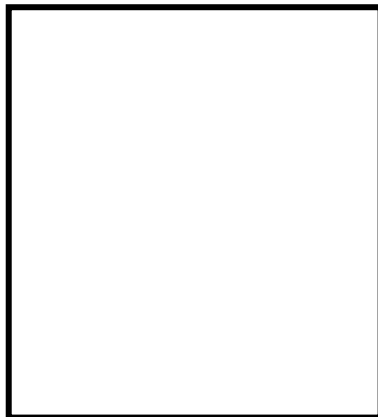
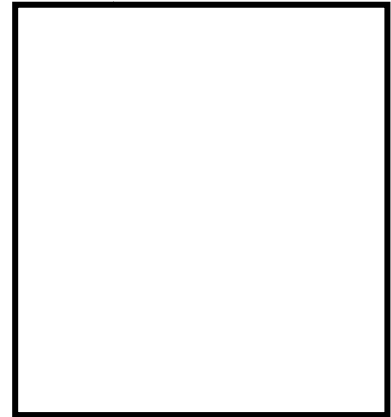
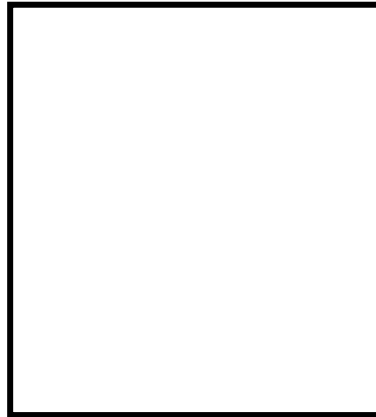
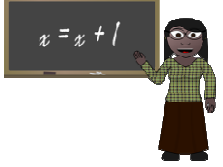
My Weaknesses



What's needed

TEACHER

- caring
- dedicted
- creative
- patient
- kind
- has a sense of humour
- good speaker
- excellent listener
- adaptable





Where do I go???

Each of us has plans for a future career. In each box write down the career of your choice. Next to it, write down the characteristics needed and then tick off the ones you feel you have. Put a question mark to those you feel you don't possess.

1st
Person

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

2nd
Person

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
-------------------	-------------------

3rd
Person

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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Establishing your Goals

All successful people have goals. By stabling your goals early you have better chances of realizing tour desires.

Think about your future and try to establish some that will help you achieve whatever it is you want to do.

Remember that your goals should be, specific and understandable. Divide your goals into steps so that you can manage them. Remember to write them down for future reference and so that you can evaluate your progress. Fill in the chart:



Time Period	Your goal	Your Progress
This week		
Next week		
Next month		
In six months		
Next Year		



A14 Different but Equal

Objectives:

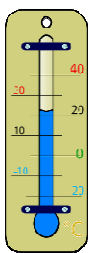
Students will be able to learn more about tolerance and peer respect.

Materials

Worksheet, presentation about P.Cvirka „Kupriukas muzikantas”, Kizoa and stupeflix

Development of the activity:

1. On the sheets of paper students write their 10 best qualities. (5-7 min.).
2. In pairs they discuss about the similar and different qualities they share (resemblance is very important to people).(5 min.).
3. Discussion according to these questions: (10min.)
 - Why aren't there the same two people?
 - How do we tolerate and communicate with a person who is disabled?
 - How can we tolerate racial, physical and character differences?
4. Thermometer. Students have to write enumerated people into three places in a thermometer ,as it seems to them.(10 min.).
 - The middle column means 0 temperature-it does not disturb and you do not react to this.
 - „+” means that you tolerate everything and tend to communicate and co-operate with these people.
 - „-” means that it's better for you not to contact with these people.
5. Analyzing literature in which the main characters are people who have corporal defects or they are different in our society. (15 min.).
6. At home, students draw the scene which they think shows most intolerance.
7. Taking pictures of drawings and making video with web tools kizoa, stupeflix etc.





Write enumerated people into three places in a thermometer.

A poor person, a person who is ill with AIDs, homeless, disabled, a large family, Jew, a foreigner, a new boy/girl, skinhead, a gay, a girl with earrings in her nose, hump-backed, muslim, an old man.

The diagram shows a vertical thermometer with a bulb at the bottom and a scale of horizontal lines. Three specific levels are highlighted with symbols: a blue plus sign (+) at the top, an orange circle (o) in the middle, and a blue minus sign (-) at the bottom. To the right of each symbol are two empty, rounded rectangular boxes for writing. Further to the right, there are three more empty, rounded rectangular boxes, one aligned with each of the three levels, suggesting a second set of writing space.



A20 Advocating for myself/ my rights & responsibilities

Materials Needed: board (to brainstorm) worksheets,

Time: 5 – 6 teaching periods (45 minute periods)

Group size: 10 - 25 students

Objectives:

- Understanding and identifying types of behaviour,
- learning to be assertive,
- using positive communication techniques and maintaining constructive interpersonal relationships,
- learning to resolve conflicts responsibly

Process:

Hand out the behavioral test (worksheet 11). Allow students time to complete it. When they are done, give them the results (worksheet 12) . Discuss the behavioral patterns described and ask students' opinions. (1 teaching period)

2nd – 3rd teaching periods- Worksheet 13- Handout copies of worksheet 13. Read the first page with the students. Ask examples of this type of behaviour in their surroundings. Ask students how they felt/feel when they see this type of behaviour. Elicit examples and have them comment- without agreeing or disagreeing. Do the same for the next page.

Brainstorm ideas on what the student's feel is assertive behaviour. Hand out the third page at the end of the lesson and ask students to go over it at home.

4th period – Ask students if they agree with the suggestions for assertive behaviour. Ask them to demonstrate this type of behaviour. Elicit more responses.

Explain that assertive behaviour means understanding your rights and your responsibilities as well. That also means respecting others' rights. Handout copies



of worksheet 14. Do it with the students discussing what is assertive and what is not (statements 3,6,8,9 and 13 are not assertive)

5th- 6th periods- (this will work better with 2-3 teachers to demonstrate.) Start a discussion with the students about what you have been doing. After a minute or two have a colleague come in and whisper something to you. Disagree with your colleague and start a discussion with him/her for a minute. One of you should be assertive and the other passive. Make sure another colleagues enters the room and s/he can take part demonstrating the third type of behaviour. Continue for a moment. Stop and ask the students to identify who was passive, aggressive or assertive. Tell them that they will now be given a situation and they can practice the types of behaviour. Allow them to pick an index card at random.

Remind students to use the correct forms of nonverbal communication that goes with each style of behaviour. It may be a good idea to warm up the students by asking them to respond using each of the different styles to a simple statement/question “Give me a your pen” / “Can I have your book” AT first allow students to work in pairs but later on make sure they work in groups of 3-4. Tell them each group will have to present one act to the class. The class will determine which behavioural type was shown by whom.



worksheet

PERSONALITY TEST

Circle the answer which expresses you the most

1. When someone treats me in a way I do not like.....

- a) I do not speak to him/her and ignore him/her. I hate trouble and arguing.
 - b) I explain calmly and nicely that if it continues there will be consequences. If s/he does not stop I ask for help from an appropriate person.
 - c) I let him or her "have it" whether with words or deeds. And I hold a grudge in the future
-

2 You are at a restaurant and order "a bowl of soup" .The soup that you are served is not warm and after you have eaten about half of it, you notice a strand of hair flowing in your bowl You:

- a) call the waiter, to explain and ask politely for a new bowl of soup.
 - b) call the waiter and tell him to bring you another bowl. You insist on speaking to the store manager to complain about bad service and you refuse to pay stating psychological damages.
 - c) remove the hair and eat the rest of the soup even though you are disgusted. You do not like to create a fuss
-

3. After shopping and paying at the cashiers you realize you were given the wrong change You ...

- a) go to the manager and complain that the cashier robbed you on purpose and demand the correct change. You wouldn't leave without your change and if you didn't get it you would call the police.
 - b) leave without saying anything. It's your fault for not looking at your change immediately.
 - c) would return to the cashier and explain the mistake calmly asking him/her to correct it.
-



4. You're watching a very interesting show on TV when your little brother asks you to do something for him You...

- a) I ask him if he can wait until your show has ended and if so, you do it
 - b) Reply with a curt "no", and focus again on your show.
 - c) do it as quickly as possible and return to watching your show although it is now almost over.
-

5. You are the leader of your work group. You have all worked for a long time but your project isn't finished and it is due the following day. A classmate has invited you to a special party. It is eight o'clock and the party starts at nine. Everyone is grumpy because they all want to go to the party. You....

- a) propose for each person to take a certain job and when you are all finished to go to the party together.
 - b) tell the others that you will finish the project and forget about going to the party. The others can go alone. A good captain leaves last.
 - c) delegate tasks to the hardest tasks to the rest of the team and keep the easiest for you. You finish first and say goodbye and you go to the party while everyone else is still working
-

6. A friend drops in on you, but actually stays for quite a while. You need to finish an important task for the next day. You:

- a) do not react. Let him stay as long as he wants. You're having a good time .You'll find some excuse for the next day
 - b) tell him to go "get going" supposedly joking because you have a lot of work and you can't listen to everybody's small talk.
 - c) explain you need to complete your work and tell him if he wants you can get together later.
-



7. You are in queue waiting your turn. Suddenly, someone "jumps the line" up in front of you. You:

- a) start hollering at him/her to go at the end of the queue.
 - b) explain to that person that everyone is waiting and politely indicate where s/he should go.
 - c) do not say anything. Everyone's turn will come sooner or later and you're not in a hurry.
-

8. You suspect a classmate is holding a grudge but you have no idea as to why You:

- a) catches him/her alone and ask him to explain why s/he is angry. Then, you try to talk about it.
 - b) pretend that you haven't noticed anything and hope that it will pass with time
 - c) find a way to get revenge by making him/her look silly in front of the whole class.
-

9. During a talk all your friends disagree with you about how to do something. You

- a) propose to discuss the topic calmly and have everyone present his/her view
 - b) insist on your way. You're right and you know it. They can say whatever they want
 - c) agree with others because you do not want to cause trouble but know that you're right.
-

10. You have invited your new close friend to your home for dinner and to meet your parents. S/He has told you that s/he will come but doesn't show up. S/he doesn't phone to cancel or to apologize. You

- a) don't do anything but the next time s/he invites you somewhere, you behave the same way.
- b) you end your friendship and never talk to him/her again.
- c) Call him/her to find



A20 - PERSONALITY TEST RESULTS

Score

1 a = 1	b = 2 c = 3	6 a = 1	b = 3 c = 2
2 a = 2	b = 3 c = 1	7 a = 3	b = 2 c = 1
3 a = 3	b = 1 c = 2	8 a = 2	b = 1 c = 3
4 a = 2	b = 3 c = 1	9 a = 2	b = 3 c = 1
5 a = 2	b = 1 c = 3	10 a = 1	b = 3 c = 2

0-5 = Passive

6-13 = passive – assertive

14- 21 = assertive

22 – 25 = assertive -aggressive 26- 30 aggressive



Passive



Assertive



Aggressive

www.openclipart.com

Generally, there are three basic forms of interpersonal behavior: a) Passive b) Aggressive, and c) Assertive. Most people tend to behave not only in a particular way but with all three forms depending on the situation.

a) **Passive behavior** is characterized by inertia. People who react with this style tend not to assert their rights for fear of offending others. They feel uncomfortable in



expressing anger and usually deny or suppress this feeling. As a result, they can easily become resentful or bitter leading to stress and tension. They are often afraid of close relationships because they have no way of protect themselves from petty annoyances that are an integral part of most relationships.

b) **Aggressive behavior** characterized by being pushy. People characterized by this behavior demand what they want without considering how it will affect others. Their brutish and domineering way alienates others. Aggressive people are usually suspicious and often look to find behavior they feel violates their rights. Thus, their aggressive style creates anxiety and makes it difficult to develop trust and mutual support which are needed in everyday personal relationships.

c) **Assertive behavior** is characterized by both the fairness and effectiveness. Assertive individuals affirm their rights, but they show understanding and sensitivity to the rights of others. People who behave this way are usually relaxed and comfortable, but also honest about their feelings. They accept themselves and others. The assertive behavior is the best type of behavior to minimize stress and maintain meaningful long-term relationships.

NOTE: The intermediate scores are evaluated like this: More 2s- closer to dynamic.
More 1s or 3s closer to passive or aggressive respectively



The Doormat

Are you a doormat? Doormats are very useful. We use them to wipe our feet and feel satisfied because we cleaned the dirt from our shoes. Imagine yourself as a doormat: would allow others to step on you? To corner you and make you feel really bad. Many of us often do just that, without realizing it. How is that possible? Through body language. Do you display any of the following?



Don't look at others directly in the eyes

Use a very soft voice when speaking and sometimes confuse your words. At times your voice breaks or the tone swings.

You slump when you stand or you make awkward movements

Fidget around when you are sitting

Feel uncomfortable if someone looks at you for more than a moment or two

Never greet people first and don't usually speak unless spoken to

If you answered yes to more than two of the above questions you are behaving like a doormat. Human doormats give the impression will collapse with a strong shove. They are often describes as irresolute, shy passive, manipulated, ungrateful, loser, compliant, docile, frightened, etc.

Don't want to be a doormat anymore? Try the following

- Always stand up straight but relaxed and listen with interest
- Look at people directly in the eye when speaking to them and keep eye contact
- Sit down straight but in a relaxed manner
- Be open and friendly. Say hello first to others at a meeting / gathering. Don't wait for others to make the first move
- Dress appropriately
- Be organised and stay focused
- Be polite and courteous during discussions but do not be afraid to express your ideas or defend your views.
- Stand up for what is best for you - make sure other people understand what you need or want
- maintain a positive attitude



The Bully



We all know what a bully is. Bullies don't have the best reputation. They are selfish and inconsiderate. They do not care who they hurt. They trample over corpses to get where they want. They are interested in getting their own way, even at the expense of others. Bullies try to impose their will at all costs, even if it hurts others. We all display body language that is close to bullying at times. Do you display any of the following?

- Pin others with your glance or stares at them in the eye
- Tower over people or stand too close to them when you speak to them
- Speak loudly and fast and oftentimes sound angry, sarcastic or threatening sometimes clench your lips/ teeth when you speak
- Use a lot of hand gestures and especially clench your fists
- Don't really listen to or respect other people's feelings, viewpoints or ideas
- Tend to be pushy and always want to get your own way. If you don't you put down other people
- Feel others often avoid you

If you answered yes to more than two of the above questions you are behaving like a bully. Most people feel threatened by bullies. They don't like them and describe them as aggressive, pushy, inconsiderate, rude and loudmouthed, - a troublemaker, a tyrant, etc.

Don't want to be a bully anymore? Try the following

- Stand at a reasonable distance when talking to others
- Keep eye contact but do not stare while talking to them
- Express your ideas and feelings honestly without being pushy
- Listen to other people and respect their ideas even if you don't agree with them
- Speak clearly, at a normal pace and smile at intervals
- Do not use your hands in a threatening manner- no clenching fist, raising hands high or extending them to close to others
- Stand up for what you believe in but understand that this may not be best for everyone
- Keep a positive outlook. Believe in yourself
- Never give up on your dreams. Work to develop the skills needed to make them come true.



General assertive communication techniques

- **BODY POSTURE** – You should always face the person you are talking to. Stand or sit up but be relaxed not rigid. Pull your shoulders back. Do not shift or fidget.
- **DISTANCE** – Maintain a comfortable distance. If you can feel the other person’s breath, you are standing too close to them
- **PHYSICAL CONTACT** - Do not touch other people without reason
- **EYE CONTACT** – Keep eye contact! Look at the person But, do not stare at him/her 100 percent of the time. Do not look at the floor - ever!
- **FACIAL EXPRESSIONS** – Your face should convey your emotions, and be appropriate for what you are saying. Don’t smile if you are telling a sad story or frown if telling a joke. If you are upset keep a serious straight face. Don’t smile excessively. Do not tilt your head too much. Don’t nod a lot. If you agree make a short statement like “yes, I also believe that”
- **GESTURES** – You can use simple hand gestures to complement what you are saying, but do not go overboard. You may appear threatening. You are not a sign language translator.
- **VOICE TONE, INFLECTION, and VOLUME** – Keep your voice at a reasonable volume. Don’t whisper or yell. Be careful your tone is not too bubbly, whining, or nervous. Use the right inflection to make your point.
- **FLUENCY** – Don’t stammer, hesitate or pause too much. It makes you look uncertain. Don’t ramble on it gets boring.
- **LISTENING**- Always let the other person have the time to respond. Listen to their words with interest and behave as you expect others to behave towards you.
- **CONTENT** – Make sure you know what you are talking about. If what you are saying is neither interesting nor relevant no one will listen
- **MANNER** - Be polite but don’t overdo it, or you may become obsequious
 - Use the words “please” and “thank you.”
 - If the person is aggressive towards you , tell that person nicely and firmly that you would like to be addressed with more care.
 - Remember the Golden Rule “Think before you speak”

T - is it true?
H - is it helpful?
I - is it inspiring?
N - is it necessary?
K - is it kind?



Role Playing Assertive Behavior

<p>You are in a shop and a sales person is trying very hard to persuade to buy a T-shirt that looks terrible on you and you don't really want.</p>	<p>Your friend was at the cinema until late last night and didn't do her homework. Now she asks you to give her yours to copy.</p>
<p>You are waiting at the train station for the next train. There are a lot of people and you have all formed a queue. When the train arrives someone starts pushing you really hard and jumps the line in front of you.</p>	<p>You are with a group of friends when one of them takes out a packet of cigarettes and offers them around. You don't smoke and don't want to start but your friends give you that certain look.</p>
<p>You have an important exam tomorrow but you can't study because the people in the next house have their music really loud.</p>	<p>You overhear a classmate saying something racist about a girl in your class who has just come to your country. You want the friend to know how you feel about the comment.</p>
<p>You are going to the cinema with your friend. He arrives late as usual– this is not the first time this has happened and you will miss the beginning again.</p>	<p>You and your friend order a well done steak at a restaurant but when waiter brings your order the steaks are medium rare.</p>



<p>You bought a pair of shoes ten days ago and the heel has just come off. You go to the store but the manager says he can't help you because the store has a no refund policy.</p>	<p>You and your friend are sitting in a booth at a restaurant when a couple of girls come in and sit behind you. They start talking loudly making insulting remarks about you and your friend.</p>
<p>You are having lunch at a restaurant when someone at the next table lights a cigarette. You are in a non smoking restaurant and you have a health issue with smoke.</p>	<p>The strictest teacher in the school (who every student is afraid of) has given you a project to do but you don't understand the instructions.</p>
<p>You really love your grandmother but she is always asking you to do errands for her friends who have grandchildren of their own. She has just asked you to do some shopping for one of her friends but you want to go to a basketball game.</p>	<p>A friend borrowed some CDs from you. You had agreed that she would return them within ten days. It has been twenty days and she still hasn't returned. She won't answer your phone call and you need the CDs for a school party. You run into her on the street by accident.</p>
<p>The teacher sends you to the Headmaster for making trouble in class. Though you often made trouble in the past, you have been trying hard lately and you were not involved in any way in this incident.</p>	<p>You told your friend you would go out with her but you are tired and you don't feel like it. Your friend says You said you would come so come on!</p>



When presenting.....

Steps to follow

- Decide on the type of presentation you want (informal chat/ formal presentation)
- Think about the following: audience –and the time allowed
- Brainstorm your ideas
- Organize them into main points.
- Categorize them in the hierarchy you want
- Plan your introduction and conclusion. Take into account that your introduction should, introduce your topic, develop interest and run through a few main points. Your conclusion should summarize these main points briefly.

Finally practise your presentation so that it sounds natural.

Keep in mind the following point:

- ⇒ Do not speak fast or too slowly. Speak naturally
- ⇒ Do not use too many gestures- it distracts your audience
- ⇒ Be enthusiastic, smile involve your audience but DON'T overdo it
- ⇒ Careful of the time!



I have the right to . . .

When you are truly assertive it means that you learn to respect others in tending to your own needs. For example, you are shopping in a store and you need to use the toilet. You notice that the display of a mannequin is in front of the door and it is difficult to enter. You don't complain and yell at the salesgirl. You should complain to the manager.

Being assertive means behaving in a responsible adult like manner: neither passively nor aggressively. Look at the check list below and mark which statements you think express assertiveness.

I expect to have the right to . . .

- ask to be treated with respect.
- express my feelings and to ask nicely for what I want
- to demand more information when I don't understand
- express my thoughts, opinions and beliefs
- use statements, such as "I feel . . .," "I think . . .," "I would like . . ." or to say 'No' or 'Yes' to suggestions, offers without feeling pressured
- to command help if I need it.
- to make mistakes without being made to feel stupid or having to justify my mistakes
- dress anyway I want wherever I am
- to make compromises so as to avoid arguments
- to change my mind.
- refuse to do something which goes against my beliefs
- to think of my own needs as being as important as anyone else's
- Give a polite excuse to avoid doing something I don't want to do
- to be myself without being afraid of how others will judge me.
- To say No if I don't want to do something
- to do what I believe is right if I don't provoke or hurt anyone else





A26: THIS IS WHERE I'D LIKE TO LIVE

Objectives: - to identify the essential things in a town/village

- to develop their creativity and imagination
- to be aware of how important is the environment
- to combine the natural environment with the man-made environment
- to improve their skills in using web tools

Materials: worksheets, computers linked to the Internet, paper, coloured pencils

Development

Step 1 : The students are told the topic of this activity- they have to create a project about a perfect village/town where they would live with family and friends. They have a short discussion about what should be there: number of people, buildings, green areas, starting from what they know that must be in a town/village.

Step 2 : The students are divided in groups. They are given worksheets. They must fill them in with as many things as possible so they can choose the final version of the town/village. The worksheets are given one at a time. It is possible that ,after every worksheet ,they change something –maybe put or take out things. They are asked to mark every change using a different colour. At the end they will see how one thing influences the other.

They are also told that their town/village is not too big, so they must choose and keep just the useful things .

Besides what buildings they need, the students must think about who will be responsible with their safety, the leadership or anything else in their perfect town/village.

Step 3: After they have decided how their town/village will look like, they will design it using any means they like: drawings, paintings, using web tools. They will be asked to decorate the town using their creativity. If they think the paper is too small, they can make some more pictures/ images , but at the end all must fit into one „whole”.

For example: green ares, streets, markets etc.

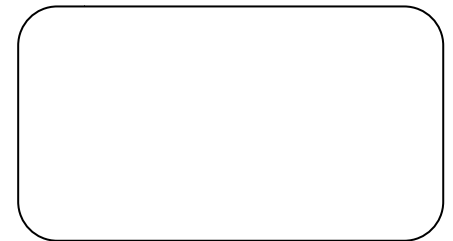
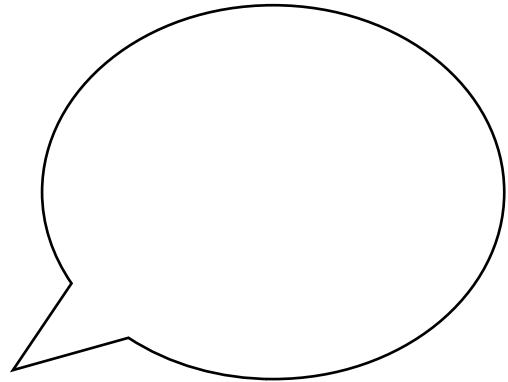
The presentation can take the form of a contest. After every group presents their town/village they can vote and choose the place they want to live in.

It would be good to remind them during the whole process not to copy an already existing town/village. They must use their imagination and creativity for something new.

They must also be aware of the importance of the natural environment that must be protected. The town/village must be a part of the nature. The man made environment should be in harmony with nature.

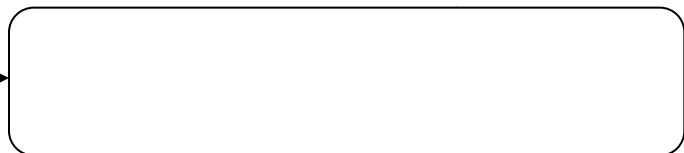


Worksheet 1 The buildings have souls, too!



How many names of buildings do you know? Amaze me!

How would we be?



Don't forget the streets! We have that, right? Place them so we like it!

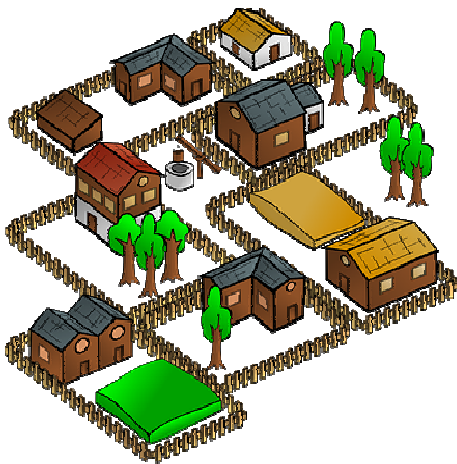




Worksheet 2 : The magic word: GREEN!



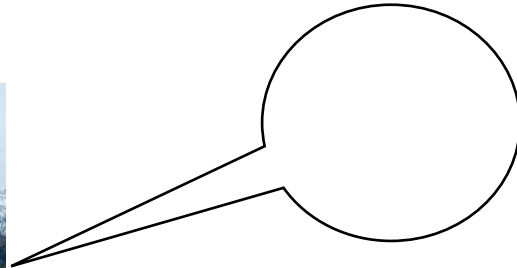
Which are the green areas?



What would they look like in your town? Look around you ! We are everywhere!

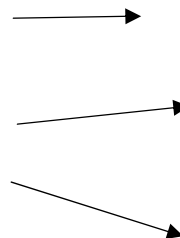


Worksheet 3 Where would you live?



Choose where would you put your town! Many things depend on this!

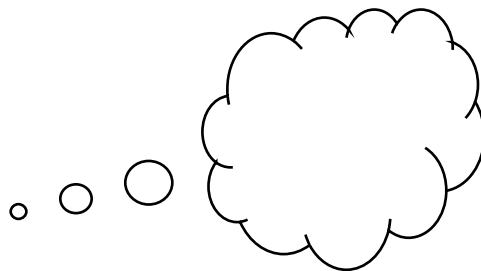
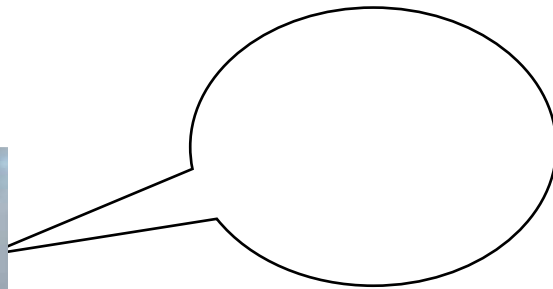
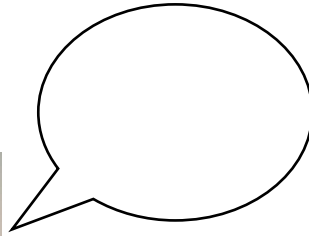
Don't forget water, the source of life!





Worksheet 4 Some “small” details

How do you travel?





A 29 THIS IS WHAT I WANT TO DO

Objectives: - to identify their own qualities

- to identify their most important abilities
- to decide which jobs fit them
- to identify the local natural and human resources
- to think about businesses linked to the resources

Materials: flip chart , worksheets, coloured pencils

Development of the activity:

Step 1

Exercise the imagination

Because there was a natural calamity, the inhabitants from your area survived by being totally isolated. We have to survive alone for a long period of time. We need food and houses. How can we do that?

- Name the natural resources we have and we can use. These are written on the flip chart: rivers, hills, fields etc.
- Think about the main activities we can make in this area using the resources we have.:
It is written on the flip chart: growing vegetables, fruits, cereals , birds, animals, their processing stage, selling, exploitation of the forest.

Step 2

The students are divided in groups: every group is given a worksheet with a certain type of activity that needs developing. Taking into account their personal traits and abilities they will have to share the activities in every stage: from the start to the final product and selling.

Step 3

The students will present their businesses and the products.



THE FARM

Grow cereals

- Name the cereals that people, animals or birds need and you can grow in this area:



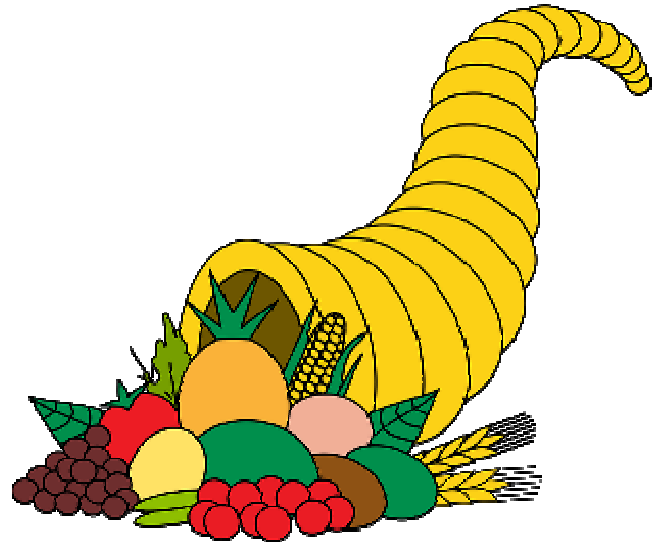
- Where do you grow them?
- Where do you put your business?
- What type of businesses can you develop to process what you grow ? Think about final products. Describe them!
- Where and how do you sell them?
- Divide your work according to your skills and qualities!
- Give a name to your business, draw a logo to identify yourself and think about a slogan.



THE FARM

Grow fruits

- Name the fruits that grow in this area:
- Where do you grow them?
- Where do you put your business?
- What type of businesses can you develop to process what you grow ? Think about final products. Describe them!
- Where and how do you sell them?
- Divide work according to your skills and qualities!
- Give a name to your business, draw a logo and think about a slogan to identify your business.





THE FARM

Grow textile plants

- Name the textile plants that can be grown here:
- Where do you grow them?
- Where do you put your business?
- What types of businesses can you develop here to process what you grow? Could a worm help you?! What kind of tree would you need? Think about final products. Describe them!
- Where and how do you sell them?
- Divide work according to your skills and qualities!
- Give a name to your business, draw a logo, think about a slogan .

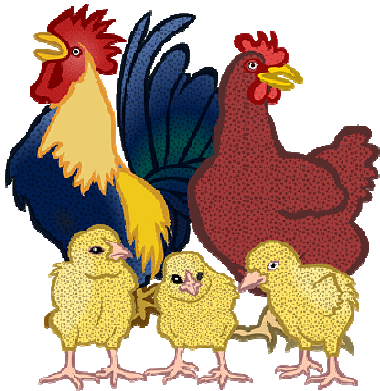
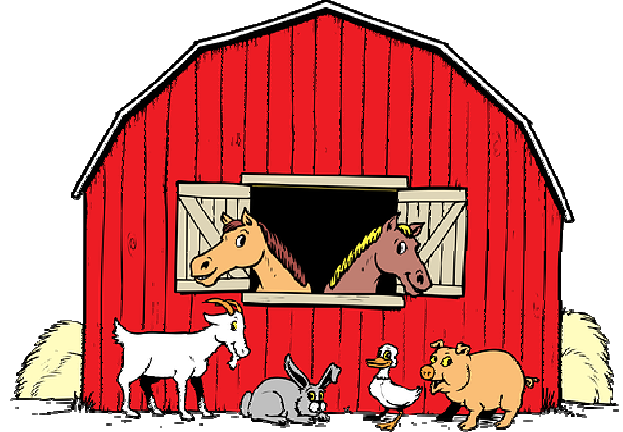




THE FARM

Raising birds and animals

- Name the birds and animals you can raise in this area:
- Where do you put your business?
- From where do you get the food?
- What type of businesses can you develop to process what you raise? Name some final products. Describe them!
- Where and how do you sell them?



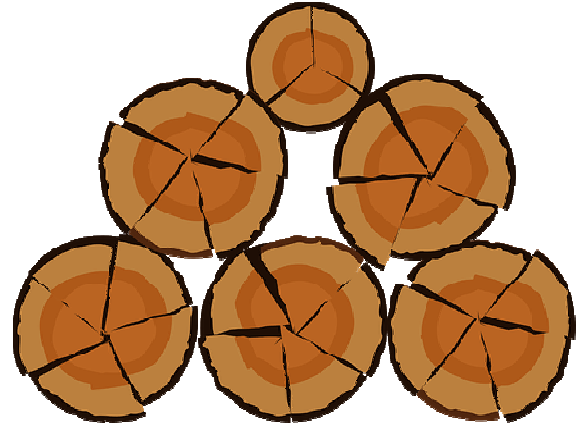
- Divide work according to your skills and qualities!
- Give a name to your business, draw a logo and think about a slogan.



CARPENTRY

Use the forest

- Identify what you can make from wood:
- Where do you put your business?
- What type of business can you develop to process wood? Think about final products. Describe them!
- Where and how do you sell them?

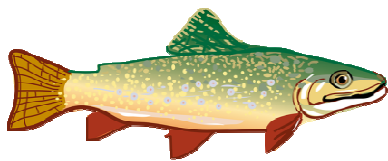
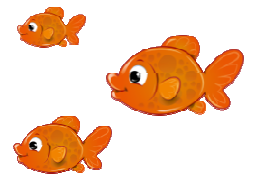


- Divide work according to your skills and qualities!
- Give a name to your business, draw a logo and think about a slogan.



THE FISHING POND

- Where do you put your business?
- From where do you get the food?
- What type of businesses can you develop to process what you grow? Name some final products. Describe them!
- Where and how do you sell them?
- Divide the work according with your skills and qualities!
- Give a name to your business, draw a logo and think about a slogan.





A35 What is entrepreneurship?

Aims:

- To identify what it means to be an entrepreneur
- To learn basic business vocabulary
- To learn how to develop a basic business plan



Procedure:

Show pictures of famous entrepreneurs and ask:

- *Do you recognize the people in the pictures (Richard Branson, Silvio Berlusconi, Bill Gates, Donald Trump, Anita Roddick)?*
- *What do they have in common?*
- *Why are they famous for?*



Class discussion:

- *Do you have any friends or family who are entrepreneurs?*
- *Would you like to be an entrepreneur? If so, why?*

Divide the class into groups of 3/4: give each group a list of names of important entrepreneurs. Each group prepares a five-minute oral report on this person's life and the characteristics he or she used to become successful.



Divide the class into groups of three: give each group the worksheet *What makes a good entrepreneur?* Explain the task. *What do you think makes a good entrepreneur? What character does he / she possess? Put the following in order from 1 (the most important) to 14 (the least important). Justify your reasons.*

At the end of the activity each group will report to the class.

Divide the class into 2 groups. Explain the task: *you must develop an entrepreneurial business plan. It could be anything you like and could be realistic or totally imaginary. Make sure that your plan will include the following:*

- An outline of the business you want to start.

- A short description of the business opportunity – Who are you? What is your product or service? Who will buy it? Why do you want to do this? • Your marketing strategy – why do you think people will buy what you want to sell? How do you plan to sell them? How can you attract customers?

- Your management team– what are your expertise, experience and qualifications? What kind of people will you want to employ?

- Your operations – where will you run your business? What equipment will you need? What IT will you need? How will you get the world know about your business? Will you email your friends? Put up signs? Put ads in the newspaper?

- Financial estimates and projections – how much money is needed to get the business started? How much will you sell your product/service for? What is your potential profit per year in the first, second and third year of business? When and how will you pay investors back?

Each group will be given €10,000 to invest in the business of their choice. The group with the most investment wins!



worksheet

What makes a good entrepreneur?

Put the following in order from 1 (the most important) to 14 (the least important) .

Motivation	
Self-discipline	
Creativity	
Persistence	
Independence	
Business-like attitude	
Concentration	
Confidence	
Hard work	
Willingness to take risk	
Technical expertise	
Human relation skills	
Communication skills	
Ability to make decisions	



A36 So this is what it was like students

(Students choose one of the foods/dishes their grandparents ate.)

Objectives: to provide the opportunity to see how different cultures in the same group interpret the culture of their country

to learn how these information transferred to them from the elders of the study can be changed over time and get different interpretations

Materials: Smart board, presentation about Turkish food culture

Procedure: First, talk with the project group about the difference of food culture in their country and different cities. Help students reach the conclusion that each city has its own unique cultural characteristics a food culture formed by these characteristics.

The students will notice that the names of the dishes mentioned are interpreted differently and similar names may belong to different dishes. The students must describe the flavors according to their own culture. They have to make a video and present the food and how it is made.

Follow-up: We will be able to see how the people in different cultures interpret the same food, watching the videos taken by the students all together at the next meeting.



A 38 What can we grow organically?

Subject: Geography, Biology

Class: II and I

Time for realisation: 2x45 min

Aims:

Familiarizing students with how an ecological farm functions.

Introducing students to ways of protecting the environment in an ecological farm

Guiding students to realize the importance of supporting ecological farming

Cultivating respect for food professions and farmers in students attitudes.

Method: oral - multimedial display , activate - practical, panoramic

Forms: small groups, pairs and individuals

Educational materials: presentations, texts, worksheets, films, carton

Activity process:

1. Brainstorming: When can we say that the particular farm is ecological?
Multimedia presentation – “Natural products” – How are ecological products labeled?
2. Brainstorming: students are divided into four groups and they write on the cartons the names of local products and their producers. Each group choose one product.
3. Students search for information on the internet and in books, they fulfill the sheets. Attachment 1
4. Students prepare the interview in groups. Attachment 2
5. Students interview the owners of the restaurant and farmers, they collect all the documents.
6. Students prepare the presentation and show it to the classmates. Discussion.





Attachment 2

Exemplary interview card:

How to obtain flaxen oil?

How to cultivate flax in ecological way?

How much does it cost to product one liter of flaxen oil?

Why in organic farm chemicals are not used?

In what way can we distinguish organic products from the others?

What must food producer do if he wants his products were marked eco sign or Bio-Siegel?

Attachment 3.



Attachment

product name	product photo
distinguishing features f.e.: looks, texture	Application
Features	it comes from:



A39 Conventional or organic products?

Situation: Students have to pick some local conventionally grown products and compare them to the organic ones, figuring in all cost.

Aim:

- Choose and analyze organic product in these aspects:
- Price, taste and appearance of vegetable.
- Additional mineral content and its influence to people.

Activities:

- Students discuss about organic food VS conventional grown vegetables.
- Teachers give to each group of student some vegetables: one is grown organically, another one – conventional vegetable. Both vegetables have a card where is written price and is it organic or not. Students have to compare vegetables according to price, taste and appearance.
- Students find out more on internet about the additional mineral content in organic compare to conventional vegetables.
- Prepare a presentation of conventional and organic products, showing differences in price and influence to health, using their own researches.



Picture is free to use from https://cdn.pixabay.com/photo/2017/07/04/18/00/produce-2472015__340.jpg



1st task. Describe what you see/taste:

1st vegetable: _____

Appearance at a glance: _____

Taste of the vegetable: _____

2nd vegetable: _____

Appearance at a glance: _____

Taste of the vegetable: _____

CONVENTIONAL

ORGANICAL

Which one appearance you liked the most?

Which one taste is better?

2nd task. Find out more on internet about mineral content of given vegetables and describe what you find out.

Conventional:

Organical:

CONCLUSIONS:

ORGANICAL

VS

CONVENTIONAL



A 41 Ethical or Unethical

Objectives

Students will be able to

- To understand basic financial concepts such as ethical, unethical money management, etc.
- to understand that business interactions of all kinds follow a set of “fair” rules
- to learn the importance Ethical transactions
- identify what is ethical and unethical in small or big businesses
- recognize and apply some ethical standards in given situations



Procedure

Divide students into groups of four or five depending on group size. Discuss the following terms (1-2 minutes for each term and write the definitions on one side of the board

- **Ethics:** The principles that decide what is good, correct, and appropriate.
- **Ethical money management:** correct decisions on how to spend money, but also take into account the effect of each decision on the lives of those around.
- **Financially independent:** Someone who spending money on both their needs and wants responsibly.
- **Need:** Something that is necessary so as to live.
- **Want:** Something that you would like, but is not necessary in order to live.

Explain to the student’s that the lesson is about an appropriate way in dealing with others in business situations. Clarify that most business transactions are based on a set of rules that are governed by honesty and meritocracy. Deviations from these rules can bring about problems . Ask students if they know examples of such behaviour (both good and bad) in their own lives. Discuss for a couple of minutes.



PART II

Divide students into groups of four or five depending on group size.

Give each group of students the following scenarios to read and discuss. Ask students to follow the steps below for making ethical decisions. Each group should select a feasible alternative and be prepared to discuss their reasoning for selecting that alternative with the class. Other groups should challenge the decision and give appropriate feedback.

Scenarios

For all the situations, imagine that the company is the largest ready-made clothing company in your country. It's a multi million euro company that employs over 5000 employs in your country alone! It has branch shops in all major cities.

SITUATION A: Your friend, Mark, is applying for the position of assistant manager. The Head of Personnel is a good friend of yours and Mark has asked you to intervene on his behalf. He wants to know what kind of questions he will be asked on the interview. You know what he will be asked. Do you tell him?

SITUATION B: Emily is a secretary in the Tech Support Department. Everyone has been given new laptop computers. The company has a strict policy about computer use for business purposes only which the supervisor enforces. Emily has finished all her work for today and still has to stay at her desk for 40 more minutes. She wants to send emails to her friends about a party she is having and believes she should use the new computer so she can actually learn the software more. What would you do?

SITUATION C: You are the department manager. You are hosting an informal celebration in the office. The food budget is \$200. Your next door neighbor has just started her own catering business and asks to supply the food. Since she is just starting out, she'll do it at cost and provide extra items at no charge. The department store has been using a well know caterer that provides top quality food at the lowest prices for the past ten years. What would you do?



SITUATION D: You are the department manager. You have recently fired one of your staff for incompetence and repeated violation of confidential information. Several weeks later, this former employee returns to you asking for a letter of recommendation. He says you must give it to him because you fired him and he has not been able to find any work and has a family to support. What would you do?

SITUATION E: Costa works in Quality Control. Once a year, the superintendent gives away the refurbished computers to the local schools. There are no specific records kept of this type of transaction and Costa really needs a computer for his high school son but can't afford to buy him one. The superintendent has just asked Costa to deliver the said computer systems to the school. He hasn't counted the computers himself and puts Costa in charge of the whole operation. What should Costa do?

SITUATION F: Helen is the head secretary for the managing associates. One of her responsibilities is making copies for the associates. Her son is a university student. He asks her to make a copy of a 500 page book that one of his professors has lent him for his theses. The book is not available anywhere else. He brought his own paper. The company copier does not require a security key nor do they keep track of copies made by departments.

SITUATION G: Thomas, one of your best employees, has recently been diagnosed with cancer. Although he has medical insurance that covers his right to take off work, Kevin has decided to continue working explaining to you that this motivates him to fight the cancer. Kevin continues to come to work as he undergoes treatment. After three months, a group of Kevin's co-workers comes to you and says that even though they like Kevin as a person and they sympathise with his situation it is becoming very hard for them. They calmly explain that he is not doing his work and that they are tired of covering up for him. They don't think the situation is fair. What should you do?



QUESTIONS TO ASK YOURSELF
Is it legal?
Is it balanced? (fair to everyone concerned)
Is it the right thing to do?
Is it safe?
If something terrible were to happen, could I defend my actions?
How will I feel about myself if I do this
Would I do this in front of my mother

STEPS TO CONSIDER
1. Identify and state the problem.
2. Check all relevant facts and factors (ethical issues, laws, professional codes, people involved eg. How will your decision affect others? Ask yourself: Is what I am doing legal? What regulations, rules, or policies must I consider before acting? How would my decision look if it were reported on the news or in another public forum?)
3. Consider your character and personality. (Could you be proud of your choice if it became known publicly? Would you want someone to make the same choice if you were involved?)
4. List the consequences of your actions (best and worst case scenarios on yourself and on those most affected: Think of someone whom you respect. What would that person do? Could you logically and openly stick up for your decision?
5. Consider alternative behaviour codes
6. Review steps 1-5 and conclude on a course of action and be prepared to deal with opposing arguments on the proper ethical action



A 41 (B) Ethical profiting or pirating (Two part lesson)

Objectives

Students will be able to:

- to comprehend the difference between need and wants expenses
- to learn the importance of putting needs before wants
- to realize that scarcity in needs can bring up the price of goods
- to distinguish between ethical profit and pirating

Procedure

From the previous lesson ask students to watch the video

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

Divide students into groups of four or five depending on group size. Discuss the following terms (1-2 minutes for each term and write the definitions on one side of the board

- **Ethical money management:** decisions that are correct on how to spend money, but also take into account the effect of each decision on the lives of those around.
- **Ethics:** The principles that decide what is good, correct, and appropriate.
- **Financially independent:** Someone who spending money on both their needs and wants responsibly.
- **Need:** Something that is necessary so as to live.
- **Pirating:** the process where money is gained/earned by illegal or unethical methods
- **Profit:** net income of a product (money gained after all expenses are paid)
- **Scarcity** -Insufficiency of amount or supply; shortage
- **Unethical** acting without consideration for the principles that help decide what is good, right, and proper
- **Want:** Something that you would like, but is not necessary in order to live.



Explain to the student's that the lesson is about how they spend their money. Clarify that most people do not have continuous amounts of money, so they have to be careful about how they spend it on goods and services. This is known as called money management.

Draw a chart and write the word “need” on one side of the board and the word “want” on the other. Brainstorm examples from the student's everyday life of both types of purchases. Use the information in relevance to the student's lives. Point out that for the time being, their parents or guardians provide for all their needs but as they grow older they will have to become responsible for earning and spending money on both their needs and wants. Elicit answers as to how they will make such decisions. Ask the students which of the following questions are important in deciding on ethical money management:

Do I really need this? How much do I like this? Can I afford this? Is this the most important thing at this time? Can I buy something comparable for less money? Will I be sorry later that I made this purchase? Will I be able to survive without it?

Make a list of things that are essential for your every day existence. Be prepared to explain why you feel these things are necessary?

Hand out worksheet A and complete it with students discussing points as needed. Discuss the following open-ended questions:

Would it be wrong to spend money on wants before needs? Why? What might happen?

Elicit answers that will help students comprehend that needs should be met first, and only if enough money is available, wants can follow.

What could happen if one didn't have enough money to accomplish their needs? Consider which needs are essential to survive. (e.g., food, shelter, clothing, etc.)



PART B

Procedure

Ask students to get into the groups they worked in on the previous lesson. (Remember there must be an even number of pairs/ or people in the groups as for every given situation they must present the ethical and the unethical side. You don't need to explain this to students yet.)

Begin the discussion by referring to the previous two lessons. Tell students:

You want to make some extra money. You have a few ideas. Which of these questions are the most important to ask yourself before deciding if your idea is ethical (Show questions on interactive board or plain board having written them beforehand)

<i>1) Is it legal / right/safe to sell my product or service?</i>
<i>2) Should I whatever it takes to make a profit?</i>
<i>3) Do I have everything I need to provide my product or service?</i>
<i>4) Should I be completely honest, even if it means I won't make as much?</i>
<i>5) Should I present the ideas/ product completely as my own?</i>
<i>6) Does the price I am asking for my product or service truly represent its quality?</i>
<i>7) Are there any rules I must follow about selling my product/service?</i>

Hand out worksheet B.

Allow the students 10- 12 minutes to complete the quiz.

Discuss the answers. Ask students for alternatives to the situation they marked as pirating. How could they make these situations ethical profiting



Worksheet A

Tick the right column

	NEED	WANT
Clothes		
School		
Medicine		
Housing/ shelter		
Water		
Television		
Toys		
Internet		
Utilities (eg. electricity)		
Public transportation		
Mobile phone		
Car		



1. Mike is a university student studying Maths. He tutors young pupils in his He charges half the price of a Maths teacher because he hasn't got his degree yet.	Profit	Pirate
2. You work in a large department shop during the Christmas season. As an employee you have a 25% discount on anything you buy. Your friends come in and you use your discount to buy things for them which they sell at regular prices		
3. Mary and her friends like to cook and bake. They buy ingredients at wholesale prices and bake for busy housewives at three times e the price they spent on ingredients		
4. John's father is a gardener and has taught John many things. John plants seeds and grows many plants which he then sells at the same price as the flower nursery in the neighbourhood.		
5. An elderly neighbour is retiring and closing her shop. She tells Tina she can have whatever is left in the shop. Tina takes beads and findings and makes bracelets and necklaces which she sells. The price she charges reflects the price of the beads and her labour.		
6. One of your classmates hasn't done his project for history. You have your sister's history project from three years ago. The history teacher is new at your school so he doesn't know about the project. You sell it to your classmate.		
7. A bank gives its computers to the local school. The school uses them for a year and then sells them at the end of the year fair.		
8. All the girls at your school are going crazy with scrapbooks. You use your mother's scrapbooking supplies to create as many of these books and sell them at a fair price (20% less than the local shop)		
9. Carrie prints cards on her computer and distributes them in her neighbourhood offering baby sitting services at a low price.		
10. John shovels snow for his neighbours for a reasonable price. He hears a storm is coming and raises his prices by 75%.		



A 42 School food

Objectives:

- To promote reading and vocabulary related to nutrition, healthy foods, exercise and fitness
- To learn more about food groups and the importance of a healthy diet
- To create a personal green school menu

Material:

- Pictures of the Eatwell plate
- Copies of the questionnaire “Are you a healthy eater?”
- Worksheets
- IWB

Steps:

Give each student a copy of the questionnaire “Are you a healthy eater?”

Explain the task: *read the questionnaire and answer the questions about you.*

Discuss the results with the class. Ask the following questions:

- *What are the benefits of a healthy lifestyle?*
- *What is “junk” food?*
- *Is a diet based on junk food balanced?*
- *Why is junk food popular?*
- *Do you consume junk food? What in particular and why?*

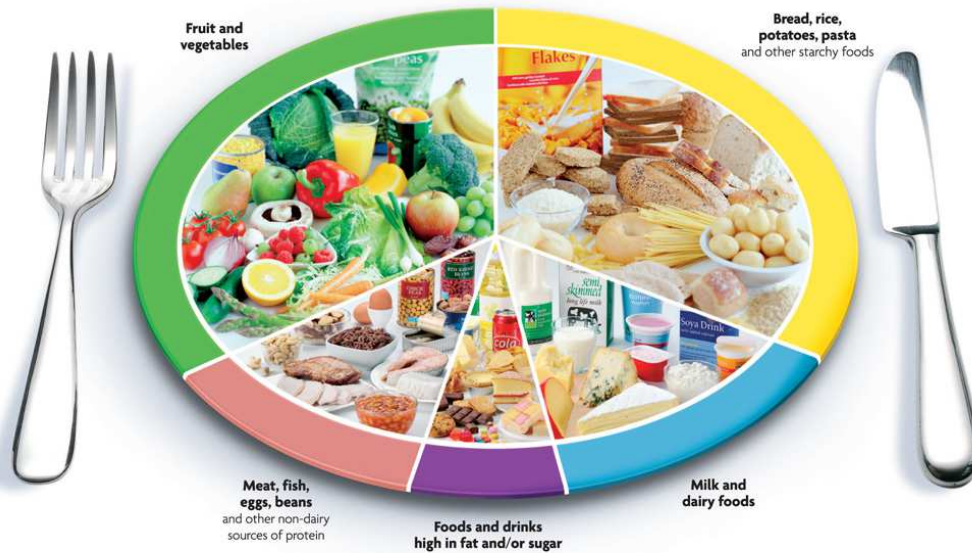


Provide each student with a picture of the *Eatwell plate*. It shows what your plate should look like at each meal, breaking the plate into various segments, showing how much of each food group is required.

The eatwell plate



Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Food group	What these foods are for
Fruits and vegetables	Vitamins, fibre and energy
Bread, cereals and potatoes	Fibre and energy
Dairy products, milk, cheese, yoghurt	Calcium for bones, protein for building
Meat, fish and alternatives such as beans and pulses	Proteins for building muscles and repairing the body
Foods that contain fat and foods that contain sugar	Energy and for function of the body and brain function (note that there are good fats and bad fats)
Food and drinks containing sugar	Should be minimal as sugar is bad for teeth



Look at the table and answer the following questions:

- *Match each colour to the correct food group: green, yellow, light blue, pink, violet.*
- *What are proteins/carbohydrates/vitamins/fat good for?*
- *Enlist a minimum of five food items for each category.*

Check as a class

Write the dishes of the school menu on the IWB. Ask the students to place the foods into the correct food group.

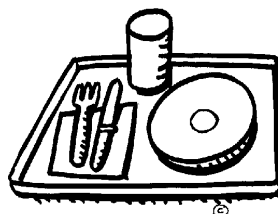
Discuss:

- *Is there any junk food in your menu?*
- *Do you think they are healthy balanced meals?*

Learn more about your school's canteen food. Develop a class set of standards to measure the quality of school lunch. Then analyze a week's worth of school lunches based on these criteria. Is nutritional information available for your school's canteen food? If not, why not?

Divide students into 3 groups and ask them to develop a "green menu". Set standards for healthy dishes (for ex. build a complete meal by selecting foods from at least three groups, including a portion of vegetables and fruit). Students will present their menu to the class.

Picture from <https://www.food.gov.uk>

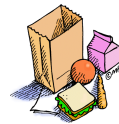




Sample worksheet

Choose your answer:

Are you a healthy eater?



1) How often do you eat breakfast?

- a) Every day
- b) 2-3 times a week
- c) Once a week
- d) Never

2) How many glasses of water do you drink every day?

- a) 1
- b) 2-3
- c) 4-6
- d) None

3) How many meals do you have a day?

- a) 6
- b) 4
- c) 3
- d) 2

4) How often do you eat fast foods?

- a) Every day
- b) More than once a day?
- c) Never
- d) Once a week

5) Do you look at food labels?

- a) Always
- b) No, I don't bother
- c) Sometimes
- d) Just on junk food



Menu of the day

Meat/ Fish (proteins)
Enter menu information here....
Enter menu information here....
Vegetables
Enter menu information here
Fruits
Enter menu information here
Diary foods
Enter menu information here
Enter menu information here



A45 What's the pitch?

Objectives

- Develop communication skills
- Distinguish between fact and opinion in advertisements
- to learn persuasion skills.
- To learn how to promote products
- Raise self esteem
- To use graphics and web2 tools



Materials Needed

Art supplies

Stationary

Computers with internet access



Procedure

- The students work in pairs or groups.
- They decide on the product they want to promote
- They make a strategy plan for this product (target group- pricing- type of promotion = ie. endorsement, informative, quality claims, status appeal, etc.
- They make the advertisement using any type of mean they like.
- They present their work to the whole
- Once all ads are presented the whole group votes for the one they liked best.





A50 Professions Revived

Lesson goal:

- ✓ To analyse information about professions that have changed or improved and make a visual aid.



Actions:

- Make your family's profession tree (the same as family tree, but with professions).
- Choose one professions from your family's profession tree and analyse the changes in technological, performance, salary, produce price areas and the places for obtaining such a profession while working with a representative of the chosen profession.
- Make a visual aid "Profession changes" of the changes in your chosen profession.

Tools:

Worksheet – questionnaire (q.v. appendix from A49 activity), your family's profession tree, visual aid "Profession changes".

Activity:

Pupils, when gathering information for A49 activity, also gather information about what profession has or used to have members of their family, take note of how professions changed in technological, performance, salary and produce price areas and the places for obtaining such a profession and make a visual aid using gathered information.

Pictures are free of use from <https://pixabay.com>

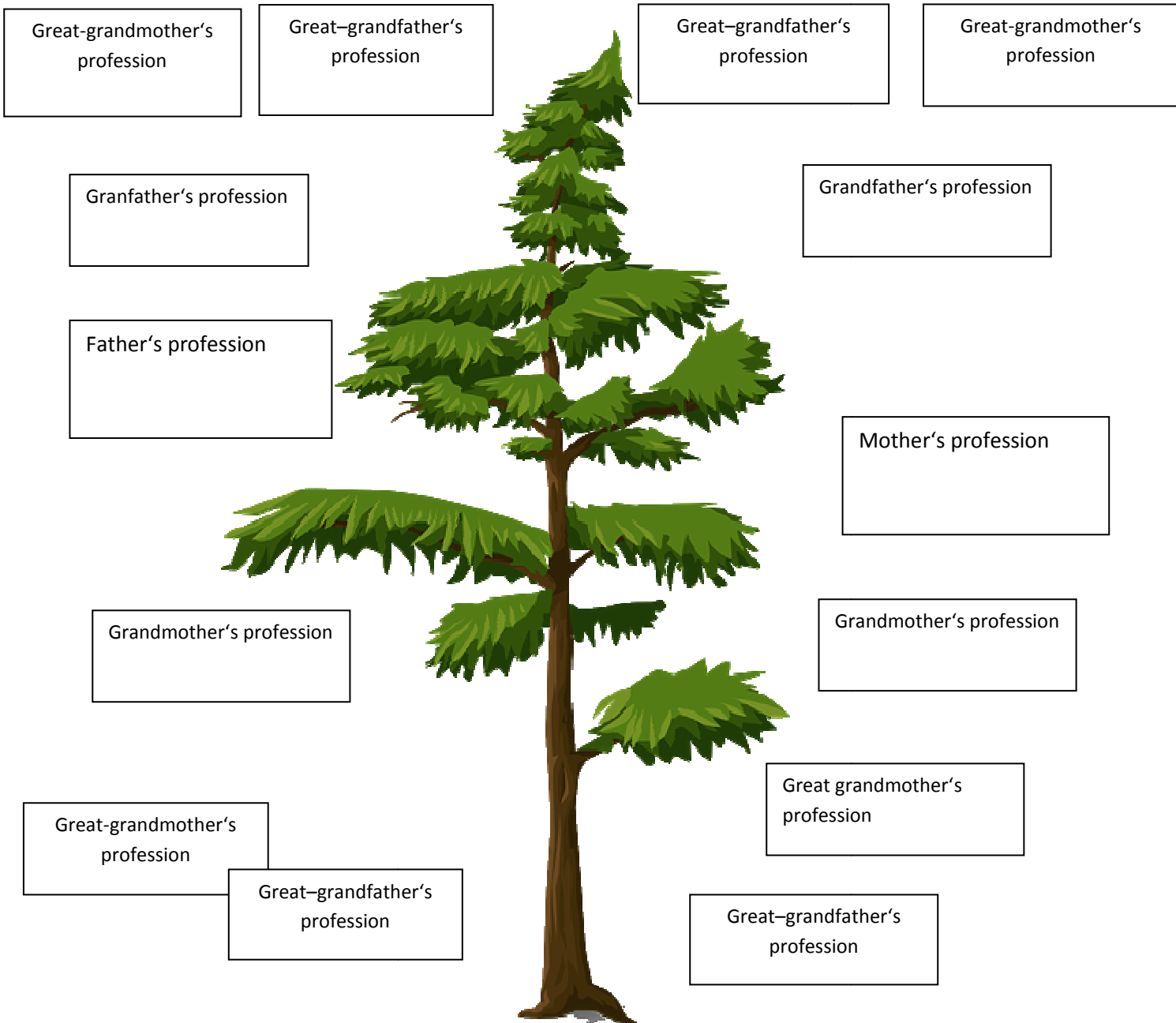


QUESTIONNAIRE

Your name, surname?	
What's your profession?	
Where did you achieve your profession?	
Explain more on how this profession was done in the past and now (what tools, utensils, skills, education were needed then and now, what was the change in salary, price of produce, etc.).	
Which professions in your opinion are disappearing in our region and why?	



FAMILY TREE





A 62 My place

Objectives:

- To understand important causes of environmental issues
- To extend their lexis related to environmental issues
- To extend their knowledge of the main green issues connected to the area they live in



Material:

- Pictures
- Word cards
- Worksheets
- Copies of the questionnaire

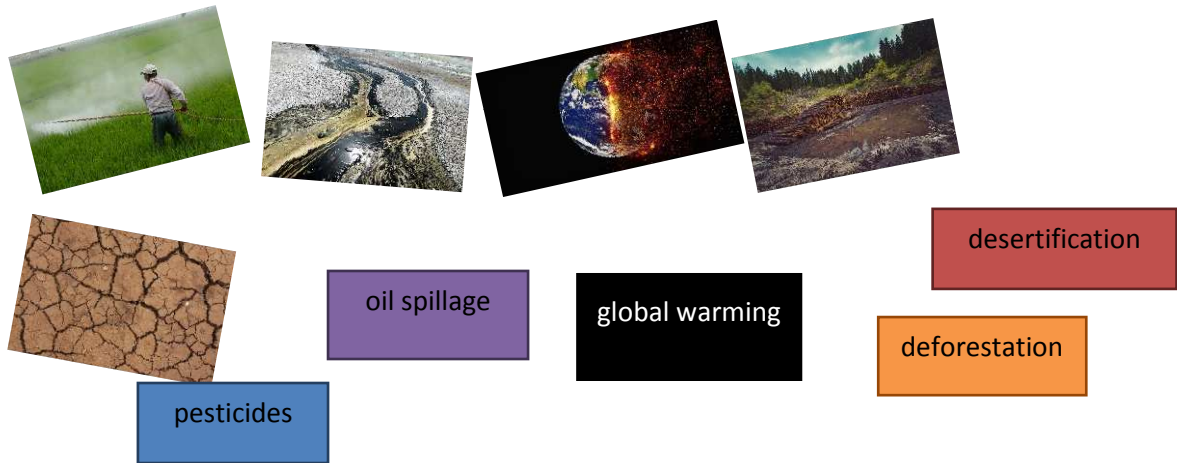
Steps:

Show some pictures. Ask the students to find five adjectives to describe the scene in each photograph. Ask:

Which of the scenes is more typical of the landscape near your town?



Give each pair of students a word card and a flashcard. Ask them to match the word to the picture. Here are some examples:



Ask the students to complete the following sentences using the words in the box:

Insert the methods for protecting our environment in the sentences:

Renewable energy – recycling – eco- friendly products – energy efficiency – organic food

1. _____ means using less energy to achieve the same ends.
2. _____ is grown without chemical fertilisers or pesticides.
3. _____ is collected from renewable resources such as sunlight, wind, rain and waves.
4. _____ can eliminate waste.
5. _____ don't harm the environment and protect public health.

Discuss with the class the following:

- *Which environmental problems are present in Italy?*
- *In your opinion which are the most serious or dangerous?*
- *What can we do in our everyday life to reduce pollution?*
- *Do you recycle?*



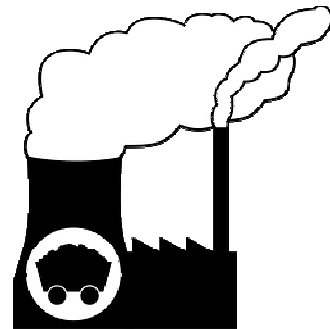
Project: “Who cares?”

Explain the task:

You are going to prepare a survey about people’s reactions to the project of building a waste incinerator in the neighborhood of Motta- Italy (students’ hometown). In groups of four prepare a list of 10 questions which you would like to see included in the questionnaire.

Here are some possible topic areas:

- *Pros and cons of building an incinerator*
- *Opinions of environmental activists*
- *Cost of the project*
- *Job opportunities*
- *Attitudes to waste problems in general*



When you have finished read out your list to other groups. If you hear any other good questions from other groups add them to your list.

Discuss in your group which is the best order for the questions then write out the final version of the questionnaire.

During the next lesson report back the results of your research. Look for general trends: things that most people agree on and things they don’t, differences between responses of different age groups and sexes. Work together to produce a paragraph summarizing the main opinions. Compare your work with your other groups.

What are your conclusions? Who cares and who don’t?



A63 Is it sustainable

Objectives:

- ⇒ To develop critical thinking skills
- ⇒ to identify natural resources in the area
- ⇒ to understand man's use of natural resources
- ⇒ to understand that sustainability covers all aspects of our lives
- ⇒ to understand the economics of using natural resources



Materials: paper, pencils, markers, worksheet A63, computers with internet connection, PPT on sustainability

Procedure:

Prior to this lesson students should watch the following video:

https://www.youtube.com/watch?v=fkiS_Q95pgg

Discuss the following terms: well being, “green” biodiversity, deplete, renewable, sustainable

Divide students into groups of four. Show students the following statements (on board or on PPT) . Tell them that each group will have to think of reasons why they disagree and /or agree with each statement. Discuss the issues for 5-10 minutes



It is more important to meet our needs than to save forests.

Water is inexhaustible.

Solar energy can be used for all our needs.

Environmental protection should outweigh all other human concerns

Protecting the environment is connected to all aspects of everyday life.

Show students the PPT. Explain to the students that although the earth still has resources, we are in danger of future shortages.

Ask students to think about some products that they use everyday. Ask them if these products make sustainable use of resources. Use worksheet A63



Worksheet A 63

Think of three everyday products. Does each product make use of sustainable means of development. Think about the following in terms of each.

- How is the product manufactured?
- How is it promoted?
- How is it transported to the shops?
- How is it packaged?
- How the product can be reused or disposed of?



Think about the following questions:

- Who is making the products you buy?
- What other effects does it have on the environment?





A67 The effects of pollution

Aims:

- to identify and discuss different kinds of pollution
- to understand why it is important to keep the environment free of pollution
- To understand the connection between pollution and business



Procedure:

Play the video *Save Earth – Save ourselves*

<https://www.youtube.com/watch?v=huu4QGhMfXE>

Class discussion. Ask:

- *What is pollution?*
- *What human activities create pollution?*
- *How does pollution affect plants and animals?*

Divide students into 3 groups: each group works on a particular type of pollution (for ex. water pollution, air pollution, land pollution, noise etc.) Explain the task:

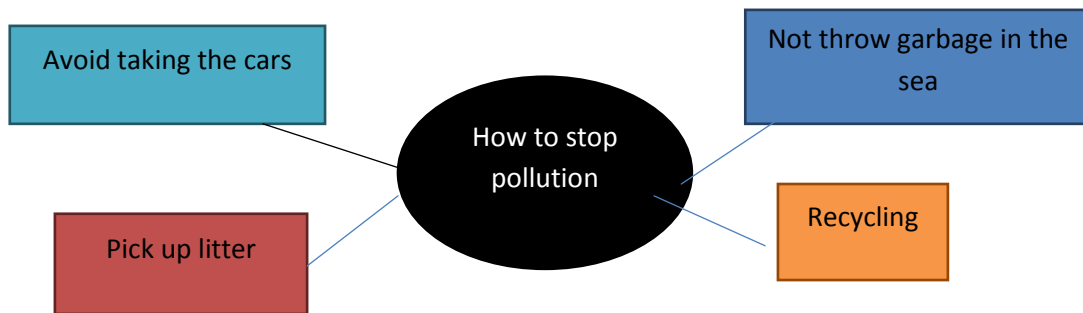
Research the effects of pollution on the environment and on people:

Effects of pollution on people	Effects of pollution on environment

Students display their findings on a poster. Hang posters on walls.



Brainstorm a complete list of ways we can help to stop pollution and build a mind map with students' suggestions.



Class discussion:

- *Do you think it makes a difference to recycle?*
- *What is the value of recycling for the environment?*
- *What is your region doing about pollution?*

Divide students into 2 groups. Explain the task: *each group will conduct a survey about the costs of recycling and how businesses can reduce the amount of waste. Each group will visit a local company or industry that deal with pollution prevention.*

- Remind students to not only look at financial cost, but also the effect on the environment and also the benefits associated with recycling energy and natural resource conservation or employment in the recycling industry.
- Once research is completed, students will create charts, graphs, or displays for use in a presentation to the class.

Follow up

Invite guest speakers to discuss such topics as environmental safety or pollution prevention.



A71 The 5 Rs of the environment

Objectives:

- ⇒ To develop critical thinking skills
- ⇒ to identify natural resources in the area
- ⇒ to understand man's use of natural resources
- ⇒ to understand that sustainability covers all aspects of our lives
- ⇒ to understand the economics of using natural resources
- ⇒ to identify things/ materials that can be reused / recycling etc.
- ⇒ to find out how many things can be recycled
- ⇒ to identify ways in which these things/materials are reused

Materials: paper, pencils, markers, worksheet, computers with internet connection

Procedure:

Give students worksheet A 71

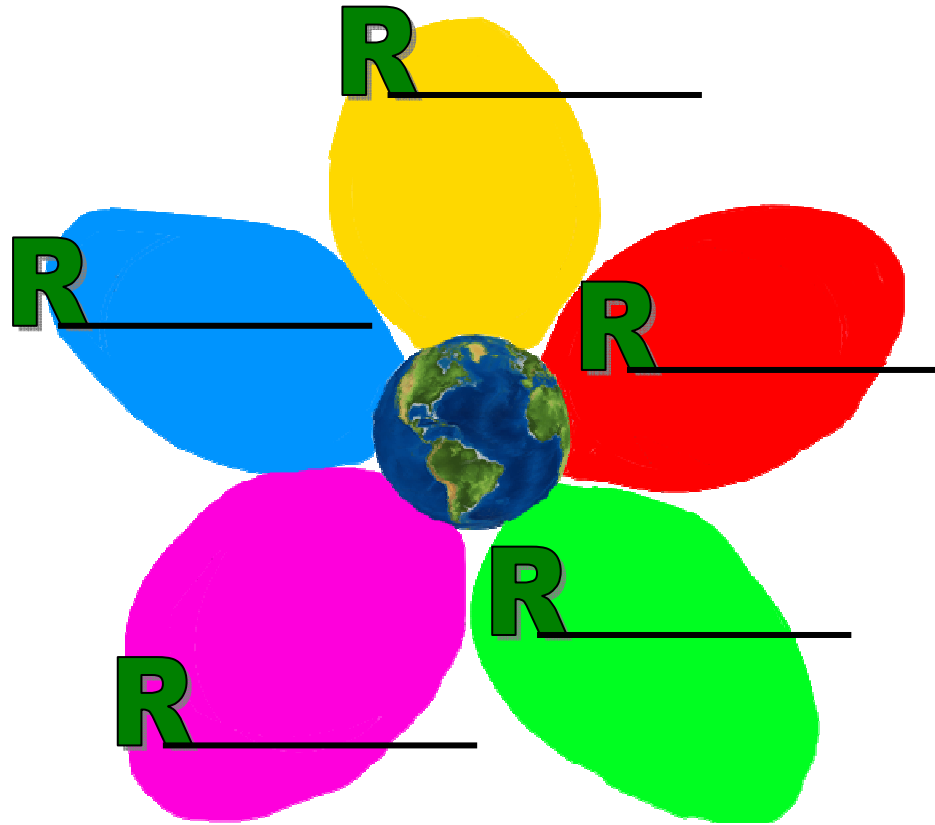
Part A Fill in the 5 Rs according to student opinion. Discuss. If students have not guessed correctly supply the correct answers The students work on a worksheet. They make a list with things they usually buy with the family. They talk about what happens to them after they are used.

BACK UP

Use one of the items on your list and create something that we can use, sell or gift



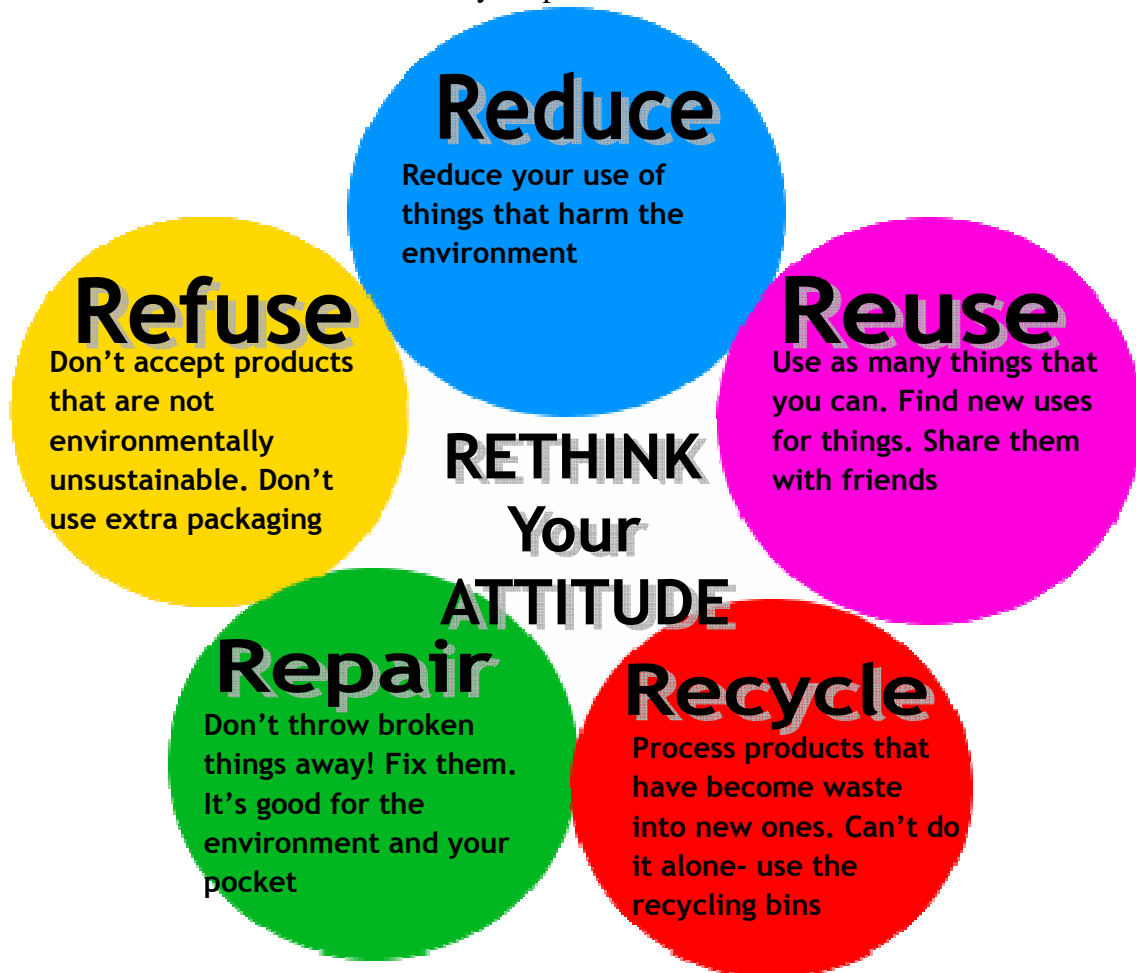
There are five Rs to help protect the environment can you guess what they stand for?



Complete the chart by making a list of items that you buy every week from the supermarket



Study the following and discuss it with your group. Then go back to your list and write which of the 5 Rs can be used for your products.



What do you buy??	What is left?	Which 5 R do you use?	What can be made of it?

BACK UP EXERCISE

Use one of the items on your list and create something that we can use, sell or gift.



A79 A NEW PLANET

Objectives: - to use all the things learnt so far

- to apply sustainability in a given situation
- to develop the communication abilities
- to understand the importance of team work
- to give arguments and present personal ideas

Materials: coloured papers, pencils, worksheets with information

Development :

Step 1

The students are given the situation the activity is based.

The Earth is dying. They have been chosen to travel to a new planet. This planet has a self-contained biosphere, different from Earth. They will have to come up with a plan to develop a new society based on sustainability principles.

The students get a paper and they write down their abilities, skills and personal values. To make it easier for the students, the teachers can give them a list of these skills and values, depends on the students' age.

Step 2

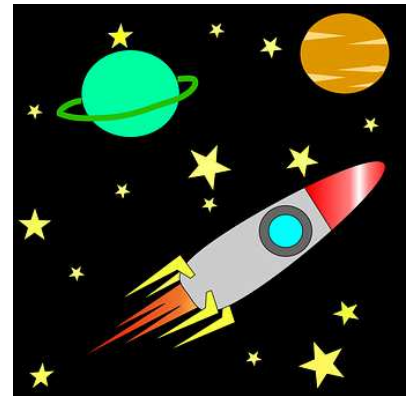
The students are divided. The papers given during the previous step can be coloured and they are divided according to this colour. Each group has a worksheet with some characteristics of a zone/ area on the new planet. Each group will depend on the others. They can change one thing from the characteristics if they don't like it.

Step 3

The students work in groups and make the plan. They will present what they have decided. There is a debate/a change of ideas so as every one will reach the same conclusions regarding their new life there.

Things to remind to the students:

- we don't criticize others' ideas
- there are no good or bad ideas
- we have to agree with the ideas and changes so we can "survive"
- they must find rules/ideas that will work for the future generations, so that sustainability becomes something real





Facts about the planet: The planet revolves around 2 suns- a big one and a small one. The movement around them has the ∞ shape. It takes 18 months. The air has more oxygen than on Earth. There are no seas or oceans.



ZONE A

It is situated at the equator. It is full of rivers. The water is drinkable. There is not so much space between the rivers. There is a great variety of vegetation and animals. Some plants look like vegetables on Earth. There are trees, but their fruits are not edible, just the flowers. The fruits can be used to warm and lit up. The soil is fertile. Plants from Earth can be grown here, but there is no research on what can happen with them.

The climate is mild. It rains a lot and there is a high level of humidity for 1 year- when it revolves around the big sun. The other 6 months come with snow (when it revolves around the small sun). During the winter plants can be cultivated (-don't ask why now- it's the way it is!). Cultivating when the planet is around the big sun is not recommended. Nothing grows in this situation. All the wild plants make seeds during this period of time. The animals change colour so you cannot see them.

ZONE B

This area is full of mountains. The hard rocks can be used to build houses. It is the only area where you can find wood for buildings, furniture, etc. The trees are so tall and wide that only the branches can be used. The thicker branches heat automatically when used. Landslides take place very often and they can change the area's map. It can change from one month to the other or not change within many years. -like a puzzle-

There are many birds. The grass is short. There are many mines with different not-yet-classified minerals. There are a few lakes and in one of these you can find a fish that produce calcium- you can't find calcium in any other place/creature.

There are heavy snowfalls during the year. The temperatures are below 0 all the year round. The winds are very strong, especially when the planet is around the big sun.



ZONE C

It is at the foot of the mountains. It looks like a neverending field, but it ends near some hills. It is the quietest and calmest area, full of a very high and varied vegetation. There are no trees here and you can't plant any – when you plant them, they disappear. There are no carnivorous animals. There are many insects and small animals. The soil is very fertile, but plants from Earth don't grow here.

Most of the year there is a warm weather. There are some rains and it never snows. There are 4 seasons, not very different among them. The animals and plants appear and disappear according to the season. The only animals that stay are the ones you can tame. You can use them to travel from one place to another.

ZONE D

This area is full of hills. There is a volcano that erupts every 10 years. The plants can be used to make clothes. They are very resistant. There is a limited number of fruit-trees. The fruits can be used as medicine.

You can make bricks from the soil. There are many caves linked to each other and lakes full of fish and aquatic vegetation.

There are 4 well-defined seasons, like on Earth, with hot summers and very cold winters. The winter comes when the planet is around the small sun. It snows pretty much and the lakes freeze.



A80 The educational system in my country

Lesson Objectives:

- Students present educational system in their country
- Students reflect on the consequences of closing schools. They discuss different perspectives.



The activities:

1. Students present educational system in their country.
2. Working in groups (method of “expert groups”)

NOTES: In the “expert groups” method the class is divided into as many groups as members in each group (eg. four teams with four students in each team) and each student receives a piece of paper with the role. If this ideal division is impossible due to the number of students, the role can be repeated. The students with the same piece of papers go as experts on the council, and after completing the task they return to their teams to communicate the conclusions of the meeting.

Very important!

On each table there is each role.

Everyone needs to take notes to be able to give the conclusions to their groups.

The method is recommended to the classes that have been working in teams for a long time.

Tasks for groups:

Task one:

Teacher says:

“Because the students did not like school, and the teachers were tired of the school problems, the minister of education decided to close all schools. What's happening? Enter the role assigned to you and discuss among experts whether it is good that schools disappeared.



WARNING! As an experts students will have to give conclusions to their team, so they have to note them.

ROLES:

pupil

teacher

mother or father of a student

employer (eg. business owner)

After completing the task students return to their teams to communicate the conclusions of the meeting. The group collectively decides whether the closure of schools was right. They write down the effects of their work on the board and one of the students presents it.

Task two:

Team work:

Students consider whether they would like to study in the school of the characters of the novel read by students. They discuss it in teams and prepare a thesis and arguments for or against.



A81 How are you prepared for the real world?

Objectives:

- to understand the factors and persons that influence educational policies
- to realize the factors that figure in their educational choices
- To comprehend the role the state has in financing education
- to make the right choices about their future
- to understand how their community contribute to their success

Materials:

- internet , paper, pens, markers

Procedure

Ask students the following questions as a start up

- What do you want to do when you are adults:
- Who will help you?
- What skills / dexterities/ knowledge/ education will be needed?
- Who do you think has the most influence in the given answers? school, family, friends, society
- mass-media , your own personality or character, etc) Why is this?
- Do you believe the influence that students receive, help them in the long run
- How are they influenced on the long-term? What the consequences/effects of these influences?
- Is it good to be influenced? Until what point?
- How does their personality influence their decisions?
- Get into your groups and present your opinions on what we discussed

The place you live in influences you both directly and indirectly in making a decision about our future. Can you give us some examples?

- Directly- wants/ needs/ job openings etc
- Indirectly- role-models, personality, family's wishes, etc?
- Who in the local community influences you the most? Why



- Which businesses in the local community do you admire? Why?
- How is the success of these businesses important for the community?
- How have they helped their community?
- Did their local education help them achieve this?

How much does it cost to educate a child (up until the end of lower secondary education, higher secondary, university) ?

Where does the money come from?

How much of the National budget is spent on Education? Is this enough for the needs of all students?

What would you change in the system if you could?

What are the drawbacks of the financing system?

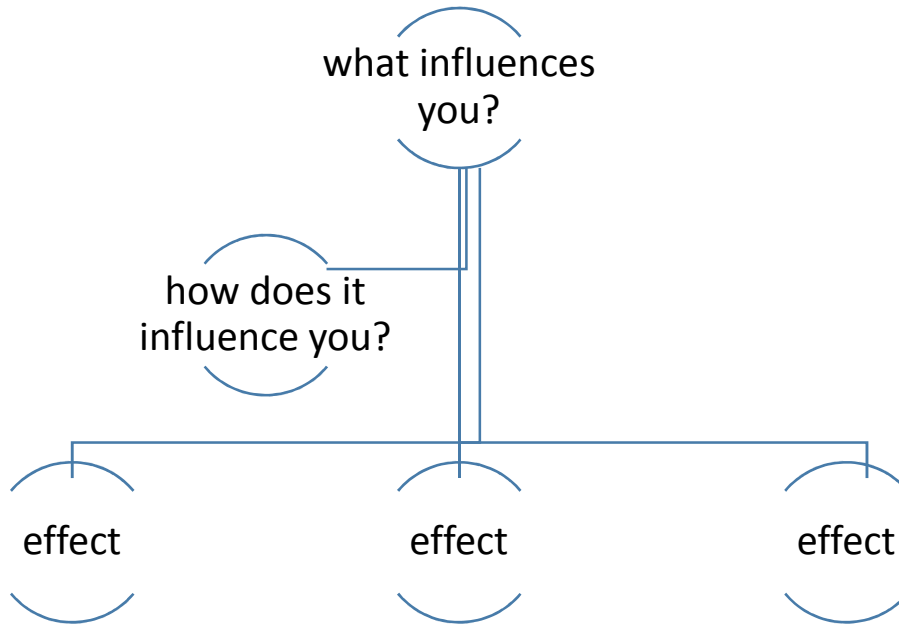
Does the money the government spend on education provide with the knowledge/ skills/ experience you will need in the real world?

What should be done?

In your groups discuss and find a way to present the results of our discussion to someone who doesn't know your country's Educational system



Worksheet 1 Influences on decision making



Worksheet 2

Name the persons from your community who influences you.

who?

how?

who?

how?

how?

who?



Worksheet

	Dress	Behaviour	Verbal Communication	Non- VerbalCommunication
Scene 1				
Scene 2				
Scene 3				
Scene 4				



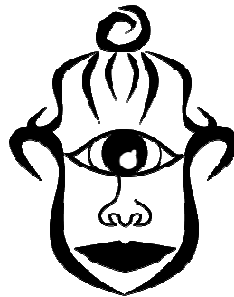
A 102 Myths and Legends

Objectives:

- To help the SS to learn and think about a local myth (Acis and Galatea)
- The help the SS to identify the characteristics of the people described in the legend

Material:

- IWB
- Worksheets
- Posters
- Crayons



Steps:

Write the word “Poliphemus” on the board and ask:

- *What do you know about him?*
- *Do you remember anything special about him?*

On the IWB show some words (Prediction / hypothesis making-focus on lexis):

Have a look at the following words from the text:

Cyclops, nymph, shepherd, loneliness, fury, love, rock, river, blood

- *Can you predict what the text will be about?*
- *Find a relation between these words and the content of the text.*

Students read the text “The Power of love” and answer the following questions:

- *Who was Polyphemus?*



- *What did he look like?*
- *What happened to him when he first saw Galatea?*
- *How did love change Polyphemus' heart and attitude?*
- *What happened to Acis?*

Ask the students to read the passage again and underline all the words which describe both the appearance and the personality of Polyphemus, Acis and Galatea.

Class debate

- *What do you think of the story?*
- *Who is your favourite character and why?*
- *Who is the real hero?*

AS HOMEWORK:

Task 1

Imagine the story from Acis's point of view and write a short paragraph

Task 2

Write a short script and dramatise the story

Class activity

On a poster write and draw anything you like about the story you have read. Use crayons.



Attachments:

THE POWER OF LOVE

The legend of Acis and Galatea

Once upon a time, on the rocky coast of Sicily lived a Cyclops named Polyphemus. Son of the sea god Poseidon, he was a monstrous creature. In the center of his giant forehead was one great eye. He was a hairy brute, no men and no gods chose to keep his company, and so his loneliness and fury increased. He attacked every ship that passed those shores.

One day Polyphemus caught sight of the lovely sea nymph Galatea, and the moment he saw her, he fell madly in love. His love was passionate but Galatea's heart belonged to another, a handsome young shepherd called Acis, son of Pan. He was a sweet and humble young man.

Polyphemus was determined to win Galatea's love, and to this end, he began, for the first time in his life, to attend to his looks. He looked at his reflection in the sea and studied his features. He smiled. "I am not so horrible," he said.

Now the coast of Sicily was different, the Cyclops did not attack ships. Polyphemus did not dream of blood, but only of his beloved. One day he climbed a high promontory then he began to play upon his pipes. Everyone heard, including Galatea and Acis, who sat together in a cave.

When Galatea heard, she said "It is the giant. He will never give up". The Cyclops said: " I love you and for you I will do anything. Come to me, and I will make you happy. I will keep you in my caves, protected, I will make you queen of the world." Then Polyphemus stood, and the mountain known as Aetna began to tremble. "Galatea," he cried "My heart will burst if you do not come to me! "Terrified, Galatea dived into the sea, and Acis ran away, but the Cyclops took a piece of the mountainside and threw it at the shepherd. Part of the rock caught the young man. He fell, and the rock buried him. Galatea watched from a distance, her heart broken. "No," she cried. Immediately the liquid that rose from the earth turned the color of tea, the color of a stream. Moments later a river came up from the earth and began to flow toward the sea. Forever afterward Galatea mourned her love, and always she told the tale of the blinded giant. Acis became the river that flowed from the foot of Aetna to the sea, in tribute to the power of love.



A103 Present your myth **using any OER, PPT or artecraft**

A 104 Now that you have presented your myth imagine that your group is taking part in a European tourism competition. Create a leaflet of the sites in your area related to your myth or legend. Remember to mention parts of your story where necessary.

A105: Simulation-Based Learning.

Now that your leaflet is ready imagine the following:

You live in an area that is surrounded by sites that are related to myth and legends. Unfortunately, there are no jobs for young people so they all move away and the area is slowly dying. The local authorities have announced a competition. You to find ways to create jobs in the tourist sector. The group that wins will be hired to oversee the project. Create a web page, leaflets, artifacts or any type of resource to achieve this.



60 BUSINESS BASICS- Writing a plan for my business

Section one: Business Intro

Businesses are a very important part of any community. They provide services and/or goods that make our lives easier and reinforce bonds within the community. Before you actually start a business it is important to have a complete plan in mind. A plan helps you to organize your ideas. It gives the opportunity to shape the various sections of your business and to explore and analyze potential opportunities. This will prevent you from making certain mistakes in the future. It also demonstrates to potential investors and / or banks that you are determined and committed to your ideas.

IN the next chapters you will be learning the basics of starting a business. Use the following template get a basic idea of what will follow in more detail. This will help you to decide what type of a business you will be creating. Write your answers and remember this is your business so the decisions and ideas must be completely your own as you will be building on them.

Name of the Business:	
Describe the business in only one paragraph :	
What would be the main product/ service of the business	
Where would the business be? (e.g small city, centre of a, large city, village etc)	
What type of Business (e.g sole trader, partnership, company, etc)	



Who would be your your target customers?	
How will you attract the said customers?	
Why would your idea be unique?(what will you be offering that others are not?)	
What/ Who is your competition?	
What is the purpose of the business (e.g commercial – to make a profit, a NPO, a charity)	
What advice will you need and who would be able to provide it:	



Section 2: Supplies and Equipment

All businesses rely on having or using good supplies. If you want to create a successful and profitable business, you should start with the best possible materials and/or optimum benefits. To do this you should research your suppliers and you know where you will be getting your stock and how much will cost.

1 st Supplier	
Location	
Cost of product per unit (Remember to calculate transfer costs)	
2 nd Supplier	
Location	
Cost of product per unit (Remember to calculate transfer costs)	
3 rd Supplier	
Location	
Cost of product per unit (Remember to calculate transfer costs)	



Section 3 & 4: Products and Services

All businesses rely on good services. To do this you must know the details of your company's products or services.

Describe in detail the products or services (technical specifications, drawings, sales brochures, etc.)	
What factors will give you competitive advantages or disadvantages?	
What will be the prices, cost or hiring fees for your services?	



Section 5: Marketing plan

It doesn't matter how good your product / services may be unless you have a good marketing plan. A good marketing plan begins with careful, systematic research to make sure you are on the right track.

Market research - How? There are two types of market research: primary and secondary.

In primary research you, yourself collect related data (information). For example, you can research for the number of people who need these services, locate competitors and do surveys or interviews to find out consumer preferences.

In secondary research you can use publicly available information, or information that is relevant to your business. This kind of information is available in libraries, chambers of commerce and government bodies. Another good source is the suppliers involved in the industry.

Design a good marketing plan and decide how to promote your product or services. Remember (from the introduction of this unit) the basic questions to ask yourself:

- » Who would be your target customers? What is their buying potential?
- » What is the size of your assumed market?
- » What is the message you want to get across? What means will you be using?
- » Why would your idea be unique?(what will you be offering that others are not?)
- » How will you spread the word out about your product/services? Will you use social media?
- » How will customers access your product or service? Will it be online?
- » How can you promote your business in such a way that it will create a need for your product or services



Section 6: Management and Organization

A business needs experienced people to organise and run it. Who will be doing this on a day to day basis? Will it be you or will you be hiring someone? What expertise or experience will that person be bringing into the business? Will you be able to find someone else if the cooperation between you does not work out?

Here is a sample of a list of personnel / staff

Where and how will you find the right employees?

Number of employees

Type of experience (skilled, unskilled, and professional)

Composition/ method of payment

Training requirements

Responsibility division



Section 7: Finances

COSTS:

a) Start up- amount of money you need to start your business

How much will it cost to start your business? (Think of all the things you will need to buy before opening, operating costs -the people who will be working there, rents, materials, equipment etc. How much will those things cost?)

b) How will you meet your start up costs? Where will you get the money? a loan, your savings account, sponsors? Identify in detail expected funding sources.

UNIT COST

How much does each product/service cost to produce/ provide? To calculate the cost , make a list of each expense, and divide your total expenses by the number of products you will make / number of hours you will work . Keep the following in mind

Total amount spent on materials for your product

Total amount spent on tools and supplies for your service

Total amount spent on paying an employee and/or yourself?

Total amount spent on fliers, ads, posters, etc.

Total amount spent on transportation

Other expenses like your (cell) phone promotion, internet, etc

Product: $\text{Cost per product} = \text{total expenses} / \# \text{ of products that can be made}$

Service: $\text{Cost per hour of service} = \text{total expenses} / \text{number of hours of work}$

PRICING

In order to make a profit you have to take into account how much you will be charging for your product /services. When calculating prices take note of the following:

What are others charging for comparable products/ services?

Is your set your price above the unit cost?

How much will you making on each sale after subtracting your expenses (Profit) ? Will this be enough to keep you in business? How much will you need to sell to attain this?



Section 8: Projections into the future

When you laid out the plans that have been mentioned for your business it is time to look a little bit further ahead. You can start by thinking about these questions:

What is the existing demand for your product / services now?

Can this demand be changed by trends (trends in consumer preferences, trends in product innovation/ development and growth market trends.)?

How fast and how large can your business grow?

What difficulties may you face in entering the consumer market with your new business? (i.e. high capital/ production/ marketing costs, consumer attitudes)

Could your company be affected by changes in technology or government regulations and how could you handle it.

Many business owners use a ***12-month profit and loss projection*** to better organise the first year they will be in business. This is plan where you put down everything in numbers so that you may have an idea of what it will take to make a profit and therefore succeed in your business venture. You can find samples of 12 month profit and loss projection sheets on the web. Study them and create one for your company



A 52 Peer training activities

Basic guidelines as to hold collaborative staff meetings within our institutes to share pedagogical material and exchange good practice through the work completed during this project

Title: How teachers can cooperate with appropriate partners outside the school in order to support entrepreneurship, citizenship and useful relationship between school and society.

General objectives:

- To promote new opportunities for the active integration of school in society.
- To design collaborative activities with appropriate partners outside the school
- To develop a framework that could be helpful for teachers, who are interested in promoting democratic and integrative learning through active and participatory approaches.
- To motivate school staff to be more open for cooperation with partners outside the school in order to make school more democratic and flexible.

Brief description of the unit:

This unit is for teachers and presents a possible framework or background that will lead trainees to acquire a variety of skills needed for active participation in a process that connects society and school and makes them more democratic and useful.

The training course consists of three sessions and each session is divided into one or two activities. The most important part is to present a theoretically and practically designed framework for cooperation between school and society. The framework is quite flexible and has actually been tested in many Estonian schools as well as in Tallinn Pae Secondary School. The role of teachers is to acquire a main idea of education for democratic citizenship and entrepreneurship and therefore analyze different opportunities to support democratic citizenship and entrepreneurship in schools. It is believe that an opened and diverse school is more democratic than a closed one, where students come across with only school teachers on a day to day basis.

Methods/techniques used: discussion, group work and peer cooperation.



Time:

3,5 hours – leaning activities: 1 h – *first session*, 15 min break, 1,5 h – *second session*, 15 min break and 1 h – *third session*.

- Activity 1: Introduction of the aims and format of the training unit: 30´
- Activity 2: Creation of the appropriate group dynamics: 30´
- Activity 3: Framework presentation and analyses: 90´
- Activity 4: Presentation by the groups of the outcomes of their work: 40´
- Evaluation and assessment: 20´

Tips for teachers, who are going to tutor our colleagues using this framework:

- It is important to pay attention to group dynamics because the presented framework may not be suitable for all contexts.
- Try to be flexible and underline the fact that it is only one of thousands possibilities to design the collaborative activities with appropriate partners outside the school.

Resources:

- Paper and some sets of glue, tape, colored papers, markers.
- Projector and computer.
- PowerPoint presentation Annexe 1
- Pictures Annexe 2
- Reproduced handout of the framework. Annexe 3
- Form for composing action plan Annexe 4
- Evaluation and assessment form Annexe 5



30 minutes

Activity 1

Title: Introduction of the aims and format of the training unit.

General aim:

- To present the aims and content of the unit to the other teachers at your own school.

Specific aims:

- To check teachers relationship with education for democratic citizenship and entrepreneurship.
- To get some comments on teachers experiences with work with teachers and partners outside the school.

Methods/techniques used: presentation and free writing

Resources:

- Projector and computer
- PowerPoint presentation [Annex 1](https://twinspace.etwinning.net/4871/materials/files)
(<https://twinspace.etwinning.net/4871/materials/files>)

Practical arrangements:

- It is important to find a room, where it is not a problem to put chairs into a circle!

Instructions/procedure:

- Present yourself.
- Explain the aims of the unit using the PowerPoint presentation (annexe 1). Stress the skills the group will work to develop:
 - how to determine the education for democratic citizenship and entrepreneurship;
 - how to incorporate partners outside the school to the school life;
 - how to do cooperation between school and school partners more effective and influential in context of democracy and entrepreneurship .



- Present the structure of the training unit (phases, tasks, timing) using the information in PowerPoint presentation (annexe 1).
- Emphasize value of collaborative work and cooperative learning and the contribution of each person to the final outcome.
- Ask trainees to complete some sentences about their understanding of democratic education and entrepreneurship. The topic could be like this - “As I understand, education for democratic citizenship and entrepreneurship is”. Give only 4-5 minutes for this.
- Ask participants to share their thoughts in a carousel form. Participants should show their motivation, experience and connection with entrepreneurship education by standing in a line from very little up to very much. Let them share their understandings in connection to their taken position.
- Leave some minutes for comments and questions about the aims and structure of the training unit.

Tips to trainers/anticipated difficulties:

- Use PowerPoint presentation correctly and modify it concerning to the context;

Debriefing/reflecting:

- Ask everyone about his experience with education for democracy and entrepreneurship, cooperation between school and partners outside the school, influence of outside partners on school.
- Ask them to summarize the main point of the training unit.



30 minutes

Activity 2

Title: Creation of the appropriate group dynamics.

General aim:

- To create confidence in the group between participators.

Specific aims:

- To explore participant's knowledge in the subject of the training unit.
- To understand expectations of the course members.
- To illustrate some active methods for developing group dynamics.

Methods/techniques used: group work

Resources:

- Different pictures like flower, bear, book, sun, rain, sweat and etc.
- Paper and markers.
- Bag and 12 slices of color paper: 3 yellow, 3 green, 3 red and 3 blue.
- Pictures – Annexe 2

Practical arrangements:

- Put all chairs into a circle.

Instructions/procedure:

- Ask everyone to present himself: subject, experience, relationship with education for democratic citizenship (EDC) and entrepreneurship, expectations and so on.
- Put down different pictures and ask each person to take one picture that in his or her opinion characterize EDC and entrepreneurship more (there are some pictures in annex nr 2 that you can use).
- Start first and explain to the others why in your opinion the picture or photo you have chosen describes EDC and entrepreneurship best at this moment. Ask the next person to continue.



- When you finish this exercise ask all participants to take a piece of colored paper from small bag. Separate them into 4 different groups according to the color they chose.
- Give every group a piece of paper (A3 format) and a marker. Ask them to reflect on their experiences with democratic education and entrepreneurship and especially on good practices between school and outside partners. During the conversation give each group one of the next questions:
 - Why it is useful for schools to cooperate with outside partners?
 - What can outside partners give to students and school staff?
 - What kind of cooperation could exist between schools and outside partners?
 - Who should be responsible for cooperation between school and outside partners?
- Put all papers on the wall and imagine that it will be a gallery. Next to every gallery picture is an author (one member of the group) who will present the content of the picture.

Tips to trainers/anticipated difficulties:

- If the teachers have difficulties answering the questions, the trainer should offer some oral guidance to the group. Democratic and participative decision making processes have to be promoted here.

Debriefing/reflecting:

- Ask each group to state one important reason for cooperation between school and outside partners in the context of democratic education and entrepreneurship. Write these reasons down and affix them to the desk!



90 minutes

Activity 3

Title: Framework presentation and analyses.

General aim:

- To develop framework that could be helpful for teachers, who are interested in promoting democratic learning through active and participatory approaches.

Specific aims:

- To motivate school staff be more open to partners outside the school so as to make schools more democratic and flexible.
- To prepare participators for critical analysis of presented framework of cooperation between schools and outside partners that was tested in some Estonian schools.

Methods/techniques used: presentation, discussion

Resources:

- Reproduced handout of the framework. Annexe 3
- Form for action plan Annexe 4

Practical arrangements:

It is possible to stay in the ring or put all chairs classically one behind another. You can decide it all together.

Instructions/procedure:

- Hand out frameworks of collaborative activities between schools and appropriate partners outside the school.
- Give 15 minutes for everyone to familiarize themselves with this framework.
- Ask everyone to write down one thing that he or she liked in framework and one thing that he or she did not like in framework.
- Launch a discussion in a big group about the implementing this framework in different context and about different possibilities to modify it. During discussion try to explore next questions: (you as a trainer must ask these questions and lead the conversation)
 - Is it a good tool for cooperation with outside partner?



- Is it a good tool for developing education for democratic citizenship and entrepreneurship?
 - Is an ordinary teacher able to organize this kind of cooperation on the school level?
 - What kind of problem could a teacher meet trying to implement this kind of framework?
 - Is it possible to use this framework as a basis to design collaborative activities between school and partners outside the school?
- Using same groups as in activity nr 2 ask every group to compose action plan for implementing presented framework in their school. For action plan use form that you can find in annexe nr 3.

Tips to trainers/anticipated difficulties:

- It is very important to guarantee that everyone can take part in discussion!
- It strongly recommended that you as a leading trainer are familiar with framework and with Estonian schools experience!

Debriefing/reflecting:

Ask for feedback and clarifying questions from the teachers to make sure that everybody has understood the framework and its ideas. This kind of short discussion in which questions arise helps the whole group of trainees understand the task as a collective experience.



40 minutes

Activity 4

Title: Presentation by the groups of the outcomes of their work

General aim:

- To present the work that is done in groups.

Specific aims:

- To get feedback about framework.
- To interchange opinions and critics about presented framework.

Resources:

- Stickers
- Board

Instructions/procedure:

- Ask each group to present their action plan in front of the whole course group.
- The trainer moderates the session paying particular attention to time-keeping: 5-minute time limit for speaking.
- The group members may be questioned by fellow teachers from the other groups.
- The questions should be asked only on the related to the presentation issues for clarification.
- When one group has passed their 5 minutes, the next group will follow until the full presentation will be made.
- When all groups are finished there should be 10 minutes for discussion and preparation for deadline.



Tips to trainers/anticipated difficulties:

- The trainer should be among the groups, ready and available to answer questions and helping groups stay on task by asking questions.
- You have to keep on time.
- It may also happen that someone in the group will offer a new, not yet discussed issue. In that case, the trainer should be very careful not allow different types of time wasting and misunderstandings.

Debriefing:

- Ask participants again to stand in thermo-line of motivation and understandings. Ask who has changed position about EDC and entrepreneurship and cooperation between school and society and why!
- If you need some additional time to finish discussion ask it from participators. Do not use it without their approval.



Annex 5 Evaluation and assessment

For evaluation and assessment use Annexe 5!

References/ Bibliography

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5. Ratt, K. (2009). *Koolid ootavad külalisõpetajaid tunde andma*. Eesti Päevaleht.

Annexes

- Paper and some sets of glue, tape, colored papers, markers.
- Projector and computer.
- PowerPoint presentation Annexe 1
- EDC pictures Annexe 2
- Reproduced handout of the framework. Annexe 3
- Form for composing action plan Annexe 4
- Evaluation and assessment form Annexe 5



Annex 3 Framework

“Back to School”

Reinforcing/designing collaborative activities with appropriate partners outside the school

Idea: ”Back to School” is an initiative of a single school as well as the entire country, the aim of which is to strengthen the cooperation between schools and the rest of the society. During the ”Back to School” week teacher or teachers invite guest teachers – active citizens, parents, alumni, university students and those without a specific relationship with a given school but who wish to create such a relationship – to conduct lessons and share their experience.

The lessons of these guest teachers make school life more diverse, giving students practical knowledge and experience from different fields of life. In addition to that, ”Back to School” gives a good opportunity for the guest teachers, teachers and school administration to meet and discuss over issues concerning education. Precisely this might inspire deepening of the relationships and gathering thoughts for next steps on the course of helping out with educational progress in the long run.

Stages

Stage 1: Teacher, who decides to be the initiator of the project must first and foremost explain the idea at his/her school in order to gain the support of the administration as well as other teachers. Then a week must be found during which the “Back to School” project can take place.

Stage 2: Deals must be made with teachers who wish to invite guests to their lessons. Lists of the guest who the teachers wish to see in their classes must be made. There must be several candidates of guest teachers for each lesson.

Note: think first and foremost of those guests who live in the same city or block as your school. Certainly invite those who are specialists in their own field, well known politicians (not during election period), economists, sportsmen, musicians, artists, people working in NGO’s etc.



Stage 3: The event should be made well-known through an active advertisement campaign inside and outside the school. Send letters or emails to different organizations and call personally the potential guests. Ask students to design stickers, posters or flyers for advertising.

Stage 4: Make arrangements with guests willing to participate regarding the specific time for their lessons and offer to help with their preparations. Try to be flexible and always be ready to offer several options for conducting the lesson.

Stage 5: Distribute a memo to your guest regarding how to prepare a lesson. Obviously some guests can prepare the lessons independently without your help. However, there should be a nicely formatted memo (see “Memo”)

Stage 6: For sure thank your guests and talk about future options for cooperation. The project in question could become a tradition and take place every year during one week. This week would be a traditional “Back to school” week where each day lessons are given by different guests.

Result: Participating in this undertaking means that your school allows guest teachers to give lessons at your school. Participation can include pre- and post visit activities, which you and your guest wish to bring to life. Thanks to the project we:

- bring practical knowledge and experience to our students
- inspire students and teachers
- strengthen the relationships with alumni and parents
- find new partners for cooperation and to share our thoughts
- increase the involvement of the rest of the society in education

Certainly there are even more reasons. You can, however, take into consideration the interests and needs of your school in particular and concentrate on what is the most important for you.



Memo for school guest

A few things to remember

Which topic should I choose?

The topic of your lesson is up to you but you should talk it through with the contact person in school. It can be a lesson about a topic in the curriculum which you can add to with your experience and knowledge or you can choose to talk about your area of expertise or hobbies. To give you a few examples, a topic can be about setting goals and achieving, photography, the importance of studying exact sciences, how to be socially active etc. It is important that the topic is important to you and that you have a message you want to bring to the students.

Training for a lesson

You may ask a teacher at your school to give you a short overview of how to structure a lesson in order to prepare yours better. It would really be good if the school is planning to organize training for guest teachers according to how lessons are given in the specific school.

When should you arrive at school?

You should ask your contact also if it is sensible to arrive a little early or stay at school for a little while after you have given your lesson to chat with the principal, headteacher or other teachers. Ask them how they are doing, how the school is doing, what challenges they face as a school and what are the opportunities. Hopefully this will spark some discussions that give you new ideas and inspire you.

Good practice

„Back to School“ week is not intended to be an opportunity to advertise products, services or organisations. It is not good practice to distribute products or advertising materials in your lesson.

10 tips on how to give a great lesson

In order for your message to get to the students in the most effective way, you need to take time to prepare your lesson. Even experienced teachers are often in a position where the topic of the lesson is very exciting but the students have little motivation to actually learn from it. It might happen that you run out of things to do 15 minutes early and need to invent new things to do for the rest of the time. This is why we are giving you ten tips on how to get the maximum out of the 45 minute lesson.



1 Find out who your audience is

The first thing to do is to think about, who the people are going to be in class. What is their age, what do they already know in your topic, what kind of vocabulary they understand. For example, 5th graders might not know what the word „democracy“ means, 9th graders might not know the names of the government ministers. Try to remember what you were like in that age; if possible, talk to someone that age or talk about that with your contact person at school who is probably a teacher and can help you with these kinds of questions.

2 Verbalize the aims of your lesson

What is it that you want to achieve with your lesson? Is it a new piece of information that the kids will know at the end of the lesson or is it a new skill that they can use? For example, a goal can be that after this lesson, “the students will know how important the European Parliament elections are” or “the students will be able to tell the difference between nationality and ethnicity”.

3 Think about what will happen in your lesson

You may think that talking about your area of expertise is the easiest way to fill 45 minutes of time but it may not be the most efficient. The students tire easily if they do not get to participate in the lesson. Maybe you could create a discussion in class – make them argue amongst themselves, ask them controversial questions, get them to think about what you are saying. If possible, ask for advice from your contact at school or some other teacher.

4. Think about what resources you may need

Are you going to give students handouts? Do you wish to use the projector to illustrate your point? Think about all the materials and resources you may need before going to school because the classroom may not have everything ready for you if you ask people a few minutes before your lesson. Ask your contact if the classroom has a whiteboard, blackboard or a projector or whatever you may think is necessary.

5. Make sure your lesson has a beginning, middle and an end.

You have 45 minutes. Take about 5 minutes to introduce yourself, 15-20 minutes to present the topic, 10 minutes for student interaction and 5 minutes to sum up.

6. Tell the students what is going to happen in the lesson at the beginning of the lesson.

After introducing yourself it is very good to explain to the students what the objective of your lesson is (see point 2) and how you plan to reach it. It is useful for the student to know what they can do with the knowledge or skill that you are passing on. This enables



them to associate all that with their interests. That in turn gives the student the necessary preliminary knowledge to better participate in the lesson and you can later ask them if the objective was reached.

7. At the end of the lesson, ask the students what they learned.

The end of the lesson is very important. By that time students may be a bit restless, but asking them what they learned in the lesson helps them remember the content better. For example, you can ask the students what new information they received in the lesson or if there was anything of particular interest to them. Generally, it's not a good idea to ask: "So, what did we do in today's lesson?" – that usually garners an answer about writing, reading, listening etc. You may also let the children write the answers on post-its.

8. Write down your lesson plan and activities.

A thought through and written down lesson plan helps you stay on topic, keep an eye on the lesson's objectives and provides security. "Cheating" is permitted here – you can keep your notes close to yourself during the lesson. If your lesson plan is comprehensible without extra questions, everything is fine. If something remains unclear, think about improving it. Compose the lesson plan in a manner best suited to you.

9. Ask the school for advice.

If you come upon an idea for the lesson and you don't know if it would work, as the school contact person or other teachers. You can also discuss other questions that you might have about the lesson with them.

10. Expect the unexpected.

Various surprises may (and most probably will!) come up. Students may often show you a better way to approach a topic than you have previously prepared. Don't get stuck in your lesson plan. It's better if it is just there to help you. And if everything is going in a different direction or you draw a blank in your head for a second, you can ask the students what more they want to know about the topic of your lesson, yourself or your occupation.



Annex 4 Action plan

Main steps for implementing presented framework	1. 2. 3. 4.
Partners in school	1. 2.
Partners outside the school	1. 2.
Possible problems and obstacles	1. 2.



Annex 5 Evaluation of the unit

1. What are the 3 most important things you have learned?

a) _____

b) _____

c) _____

2. What is the biggest drawback of presented framework?

3. What is the biggest drawback of just happened unit/training course?

4. Is it possible for school to reinforce collaborative activities with appropriate partners outside the school using presented framework? If so, would you like to correct this framework?



5. Could you name some reasons for the need of cooperation between school and outside partners?

6. Is it possible for a teacher to implement this or similar framework? If yes, what could be a motivation for teacher to be so active?

7. How can the presented framework change the way of thinking and teaching in school?
How can it develop students entrepreneurship skills?



Part of this project included having students make worksheets to help their peers learn. The following worksheets were made by students from Estonia as named on the lesson plan

A49: Professions lost

Made by Pae School student Alisa Bostan

Nowadays, a big part of many jobs are performed by machines. But not so long ago this was done by people. Here some professions that have been lost to time.

1. Match the columns.

1. Ice cutter		a Their job was to pick up fallen bowling pins and put them back in order for the next bowl.
2. Rat catchers		b They dug up dead bodies from ground and delivered them to universities for use in science and stuff.
3. Bowling Alley Pinsetter		c This people tried to detect when enemy planes were getting dangerously close.
4. Resurrectionist or "Body snatcher"		d They cut huge blocks with chainsaws and axes sold to help people store food all year round.
5. Enemy Aircraft Listener		e They would guide floating logs down rivers from logging sites to processing areas, because it wasn't possible to transport logs by truck
6. Log (tree pieces) driver		f Human - alarm clocks who walked around town and used sticks, to knock on clients' windows and doors.
7. Factory Lector		g They brought milk every morning to people homes.
8. Powder (dust) Monkey		h They were employed from Medieval times to the 20th century to trap and kill urban rats.



9. Knocker Upper		i They used to work on board the old sailing ships when they went to war. Their job was to carry bags of gunpowder.
10. Milkman		j Before electricity they had to walk around to fire up street lamps.
11. Switchboard operator		k Someone who reads books and newspapers to people on factories.
12. Lamp Lighter		l They connected long-distance calls.

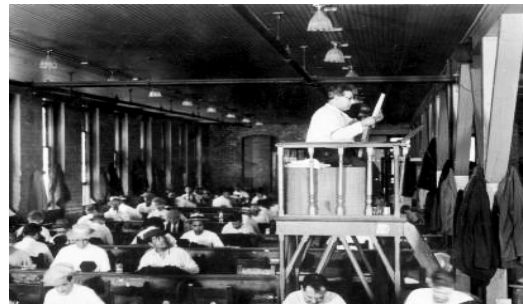
2. True or False

- Potter was a person who worked with iron and steel. _____
- Coachman was a person who worked with ceramic material. _____
- Executioner was a person who killed people. _____
- Jester or joker was a person who made funny things. _____
- Merchant was a person who worked in a hospital. _____

3. Write under pictures correct profession (from task 1).



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A 51 Work is work- so what do you do for fun?

by Pae School student Diana Jakunina

Objectives

- To develop students English and put them think about saving our nature;
- To develop students functional literacy;
- To change the students attitude to the nature and natural resources;

Materials Needed

Worksheets

Part 1

Entertainment (n.) – the action of providing with amusement or enjoyment.

There are pros „+“ and cons „-“ of having some fun during your workday.

Pros	Cons
You are diversfying your time	You can have issues with your boss/teacher
After this your operability rises	You can lose the motivation to work hard
Saving yourself from weariness	Your attention wavers

How can you make your work/study a little bit more interesting and less boring?

Be careful and don't overdo it !

Look over our list:

1. **Listening to music** – during your break turn on your favourite music (don't forget about your coworkers, don't distrub them!). Why? Music makes your mood better, relieves stress, relaxes you (classical music is best) and works as a painkiller.
2. **Play a game** – this method works well, if you have friends who are also bored. Games are group occupations, so you can increase your social skills. Play Tic-Tac-Toe, Rock Scissors Paper etc. Also you can play some verbal games like „I went to market“ or „Would you Rather“.
3. **Eat some snacks** – everyone loves food, pamper yourself with a chocolate bar. Little snacks subdues hunger, upsurges your mood and revives you. Plus, it's pretty good motivation.



4. **Do some exercises** – you can do it in sitting position or stand up. Knead your back, fingers, neck. It's good for your health and body.

What can you add to this list? Write it down and explain why it's useful.

Part 2

WORK IS WORK, SO WHAT DO YOU DO FOR FUN?

1. Divide students into groups. Use different types of stickers or colored stars or dots. Give out the stickers to your students as they enter the classroom or do it right before the activity. For example, if you want to have five groups with five people per group, you should select five different types of stickers to give out to five groups of students. Instead of using stickers, make squares or strips of colored paper in a bag and let students take them from the bag. Students who choose same colors will form the group. You can use other dividing methods you like.

2. When groups are ready, explain them their tasks. Each group should:
 - study and collect data about ways of entertainment in a town;
 - make a *Prezi* presentation to visually explain classmates kinds of entertainment their group has researched (<https://prezi.com/>);
 - use images, videos, and text to enhance presentation;
 - create own *Kahoot!* quiz based on their *Prezi* presentation content (<https://getkahoot.com/>);
 - play own *Kahoot!* quiz with classmates to assess their understanding in the end of group speech.

Groups have 5-7 minutes to represent *Prezi* presentation and 5 minutes to play *Kahoot!* quiz.

3. Grade students for the executed task according to the quality of research, presentation and quiz they have done.

Note: this task may take 3 lessons in a computer class: 1st lesson is Prezi presentation making tips; 2nd lesson is Kahoot! quiz making tips; 3rd lesson is group performing.



A62: My place

Made by Pae school student **Juliana Veselkova**

Objectives

- To develop students English and put them think about saving our nature;
- To develop students functional literacy;
- To compare conditions of life in different cities;
- To change the students attitude to the nature and natural resourses;

Materials Needed

Worksheets

Procedures

Share the worksheets with the students and ask them to read the text and answer the questions in the end of the text.

1) Sorting waste (connect with line)





2) Do you sort rubbish or not? Explain your answer.

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3) Compare natural and man-made environment.



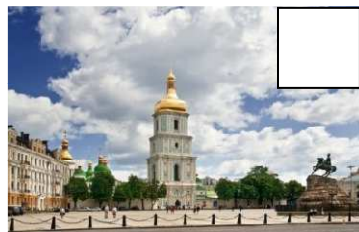
+	↓ -	+	↓ -



4) Write the appropriate number

clean 1

contaminated air 2





A68: SAVE NOW – HAVE IN THE FUTURE

Made by Pae school student Laura Pitšugina

Objectives

- To develop students English and put them think about saving our nature;
- To develop students functional literacy;
- To change the students attitude to the nature and natural resources;

Materials Needed

Worksheets

1. Read and answer the questions below.

Have you ever been thinking about your city's future?

How do you see your city in 20 year-time?

What would you like to change in your city?

Do you think that teenagers have to do something special to save their city? Why?

What do you think you can do to make your city more sustainable for the future generations?



2. What is a sustainable city? Read the opinions of different people and compare them. If you find foreign words check them with your dictionary.

What is a sustainable city?

1). “Sustainability has come to encompass so many indicators across socio-cultural, economic and environmental domains.” **Juliet Davis, senior lecturer in architecture at Cardiff University**

2). “Every city faces different challenges so when it comes to “defining a sustainable city” there will be no one size fits all. There are of course underlying principles that support good, sustainable urbanism – firstly, good city governance, powerful city leaders who know their region and can respond quickly as issues arise. And secondly, citizen engagement. Smart people make smart cities and any sustainability solution should start and finish with the citizens.” **Lucy Warin, project manager at Future Cities Catapult**

3). “Often social sustainability is overlooked. The relations between the social and environmental are key, if we are to move towards more equitable forms of urbanism. It’s clear that the poorest in society suffer most from unsustainable urbanization, and are forced to live in the most environmentally precarious places, while they also make the most effective use of limited resources.” **Ben Campkin, director of the UCL Urban Laboratory**

<http://www.theguardian.com/sustainable-business/2015/apr/17/how-to-make-our-cities-more-sustainable-expert-view>

Which opinion you agree more? Why?

How do you understand the word "urbanism"?

How do you understand the phrase "smart people make smart cities"?



3. What do we can do to save our town and make it better?

Connect the matching words to the verbs so you get the answers.

We can...

Save	bicycles
Build	using cars
Plant	polite and friendly
Clean	historical legacy
Ride	children and dog playgrounds
Stop	city from dust and rubbish
Be	trees and flowers

What else can we do to save our city for the future generations?





A71: „Buy, Use, Throw away“

Made by Pae school student **Diana Jakunina**

Objectives

- To develop students English and put them think about saving our nature;
- To develop students functional literacy;
- To change the students attitude to the nature and natural resources;

Materials Needed

Worksheets

Translate words below. Do you know, what do they mean?

- Recycling -
- Dump -
- Wastes -
- To bury -
- To shred -



2. Read the list. What can you add?

Top 10 ways to reduce waste:

1. Bring reusable bags and containers when shopping, traveling, or packing lunches or leftovers.
2. Choose products that are returnable, reusable, or refillable over single-use items.
3. Buy large containers of items or from bulk bins whenever practical.
4. Be aware of double-packaging.
5. Purchase items such as dish soap and laundry detergents in concentrate forms.

1. Compost food scraps and yard waste.
2. Reduce the amount of unwanted mail you receive.
3. Shop at second-hand stores.
4. Buy items made of recycled content, and use and reuse them as much as you can.
5. Also, remember that buying in bulk rather than individual packages will save you lots of money and reduce waste!
6.
7.
8.
9.
10.

<https://www.rethinkrecycling.com/residents/reduce/top-10-ways-reduce-waste>

3. Read the text and create 5 questions about it.

Why should waste be sorted?

The more developed a society is, the more waste it produces. This means that the amount of waste created increases over the years and Estonia or Tallinn are no exceptions. More waste means more consumption and waste of resources. Sorting and recycling waste is essential to slowing down this process. Doing this means that our next generations will also have the resources they need for life. Most of the waste created can be sorted at home. The more waste we sort and the more we recycle, the less waste we throw into containers and the less we have to pay for waste transport. All in all, sorting waste is cheaper for consumers. Most of the waste created in households consists of packaging, leftover food and paper. People should



at least separate paper, packaging, leftover food and hazardous waste from other waste in order to save natural resources.

NB! When you put packaging in the bin, you pay double, because the price of packaging waste management has already been added to the product!

<http://www.tallinn.ee/eng/A-Guide-to-Sorting-Waste>

5. Which materials can we use to make interesting sculptures of famous people?

6. Bring 5 examples of creating default thing from the waste.

Example: wastepaper → toilet paper

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